

# Unit 1 Launching Reader's Workshop (Weeks 1-6)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## **SEL Competencies**

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SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

## **Unit 1 Launching Reader's Workshop**

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### **Unit Rationale**

This is the very first unit and it is designed to introduce and excite students about reading. The goal is to encourage children to want, learn, and believe that they can read. Readers will learn and practice daily routines expected during Reading Workshop. They will learn to choose a text, sit independently or in partnerships, and carefully explore their stack of books. Students will familiarize themselves with reading a variety of informational and fiction texts. They will learn to handle a book properly, study the pictures, understand concepts of print, and story language to support their beginning reading skills. Read alouds are used to model reading with stamina, engagement, and fluency. They also offer opportunities to reread and discuss the main idea or story elements within a specific book. Students will learn to share their thinking and excitement about

books with their classmates. At the end of this unit, students will be prepared for their new reading journey!

## **21st Century Life and Career**

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CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

### **Essential Questions**

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How do readers develop and establish reading behaviors and routines?

Why do readers read books?

Why do readers take care of books?

How do readers read the best they can?

### **Pre-Assessments**

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Reader's Notebook

Post-Its Conferring

Observations Small Group

Observations (Guided Reading and Strategy Groups)

Grand Conversations

### **Instructional Plan**

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<https://docs.google.com/document/d/1CNOHiZz8ChK6sDNdJXSSIA9a27SrHpCQ8aeMoR9-fvw/edit>

### **Skill Set #1: Readers Develop and Establish Reading Behaviors**

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See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria

... “I can statements”

### [Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

## **Skill Set #2: Readers Take Care of Books**

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See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... “I can statements”

### [Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

## **Skill Set #3: Readers Read the Best They Can**

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See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... “I can statements”

### [Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing

or sight issues need to be close to the instruction which often means near the front.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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See CrossWalk

## **New Jersey Student Learning Standards: Content Area**

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ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
ELA.SL.PE.K.1.B	Continue a conversation through multiple exchanges.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

## **Integration of Career Readiness. Life Literacies and Key Skills**

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TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

## **Integration of Computer Science and Design Thinking**

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CS.K-2.ETW	Effects of Technology on the Natural World
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## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

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ELA.L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten
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reading and content.