

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

Building fluency skills through a focus on poetry, allows students to develop strategies for reading with phrasing and intonation while reading high quality poetry. During the unit, students will also be given the opportunity to transfer these strategies to a variety of genres.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Develop reading fluency and phrasing
- Read a variety of poems for pleasure and notice authors craft
- Reread when meaning breaks down
- Reread poems, songs and rhymes and texts with partners

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Identifying and charting features of poems titled, What do we notice about poems?
- Noticing how poems are similar and different from other genres
- Reading with expression
- Reading slowly for emphasis
- Matching voices to the text
 - Noticing font size
 - Noticing white space (line breaks)
 - Thinking about mood, tone of poem or story
 - Thinking about how a character is feeling in a story (in narrative poetry, fiction texts)
- Reading in phrases across genres (in poetry, fiction, nonfiction, etc.)
- Keeping track of dialogue and changing voices for different characters when reading a story
- Paying attention to ending punctuation (. ! ?) when reading poetry, nonfiction and especially stories
- Rereading all types of texts for a variety of reasons:
 - Creating a class chart titled, Why do readers reread?
 - When something doesn't make sense
 - To make voices sound different if a word/phrase/sentence is in bold, italics, different color/size
 - To match voice to the emotion (tone, mood, characters feelings) of the text
 - To make voices sound smooth while reading
 - To think more deeply about texts (making a text to self, text to text or text to world connection)
 - To enjoy the book again
- Sharing opinions about poems read (e.g. favorite line, verse, word) and giving reasons to support opinion
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:

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- Have students choose a favorite poem (may be a familiar poem from shared reading or a new one discovered during the unit), practice reading the poem using the various strategies learned, read the poem aloud to the class.
- Have partners work together to select a poem, discuss ways to act out the poem, perform the poem for the class.
- Have students make an audio recording of themselves reading a poem fluently. Have students self-assess their fluency using a rubric. Rubrics are most effective when they are developed with students, have a limited number of behaviors to evaluate, are modeled being used.

Notes/Tips:

- Each day students will spend time independently reading just right books and poems for a **minimum** of 10 min. and reading with a partner for 10 min.
- Book baggies include familiar classroom poems or poetry notebooks and a variety of just right fiction and nonfiction texts from the classroom library as well as familiar guided reading texts. Many teachers create poetry notebooks that include familiar poems the class has studied as part of shared reading and add to the notebooks across the year.
- Continue having daily guided reading groups.
- Use daily read aloud also as an opportunity to model and have students practice turning and talking about a variety of text types including poetry, fiction, nonfiction, etc.
- Shared reading, guided reading and independent reading are essential daily components of the kindergarten instructional schedule, providing daily opportunities for teachers to model print and comprehension strategies across genres (e.g., fiction, nonfiction) and for students to practices and transfer these strategies to texts read independently.
- During shared reading expose students to poetry written by the likes of Eloise Greenfield, Langston Hughes, Naomi Shihab Nye, etc.
- Introduce poems throughout the day – post poems around the classroom (e.g., a poem about pencils by the writing center, a poem about clocks/time by the clock, a poem about shapes in the math area).
- Chart purposes for rereading and review it with students so that during independent reading they can reread a text multiple times, each time with a different purpose. This will promote fluency as well as stamina.
- Any class charts created to support the work of reading workshop should be read and reread multiple times during shared reading so that students are familiar with the resources and able to use them independently as needed. All charts should include visuals.
- **To view Grade K archived artifacts for the unit please visit the Grade K reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/kindergarten>,

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *The Complete Year in Reading and Writing Grade K* by Karen McNally and Pam Allyn (Chapter 4, pp.132-134)
- *The Continuum of Literacy Learning: Grades K-2* by Gay Su Pinnell, Irene C. Fountas (pp. 54–57)
- *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency and Comprehension* by Timothy Rasinski
- *Growing Readers* by Kathy Collins (Chapter 7, pp. 234–237)
- *Awakening the Heart* by Georgia Heard
- *For the Good of the Earth and Sun* by Georgia Heard
- *The Continuum of Literacy Learning K-2* by Irene Fountas and Gay Su Pinnell
- *Perspectives on Shared Reading: Planning and Practice* by Bobbi Fisher
- *Read It Again!: Revisiting Shared Reading* by Brenda Parkes

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- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson
- District Grade K Poetry Unit of Study (Week 1 Immersion) To view unit of study go to eChalk, Grade K ELA Resources, select poetry folder