

School District of South Orange-Maplewood
English Language Arts Reading Curriculum - Kindergarten



**South Orange Maplewood
School District
Department of Curriculum &
Instruction**
2017-2018

THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

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Unit Description: We Are Readers – Book 1

This unit is designed as an introduction for new kindergarteners to the structures, routines, and behaviors associated with Reading Workshop. Teachers will convey, and students will begin to understand, that they are entering kindergarten as readers. Focus will be on getting the children to “buy in”; that is, to desire and believe that even as they begin their school careers, they are already making sense of print (and pictures, along with other symbols) around them. There will be an emphasis on building stamina, understanding the handling of books and other reading materials, and the joy in rereading and retelling familiar and favorite books. The fundamental message of Unit 1 is that reading is something that students can and will want to do. Building excitement around reading will be key. Teachers will be able to meet every child where they enter, and engage her/him in ways that generate enthusiasm and excitement around reading.

Assessments will include naming letters, letter/sound relationships, print concepts and readiness, and the baseline Teacher’s College reading assessment. Teachers will also be making anecdotal notes from informal conferences as well as observations throughout the unit.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s) (Skill Progressions)</i> ☐ Generate excitement around reading informational and storybooks ☐ Develop basic reading routines and behaviors ☐ Read and reread familiar books/environmental print	
Performance Standards: Benchmark Instructional Levels: PL	Time Line: September - October Duration of Unit: 6 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ How can I learn to read books “as best I can both by myself and with friends?” ☐ How can I learn to read books “as best I can” during the whole reading time?	Students will understand that... ☐ We are all readers. ☐ Words and print are all around us. ☐ Reading different types of books/print helps us as readers. ☐ Rereading and retelling familiar books helps us as readers.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: Bend I: Launching with Learn-About-The-World Books: In this Bend, children will read everything they can get their hands on, and learn to read alone and with a partner. They will learn to think about the world around them through that reading. • Readers walk through the world by looking around them at words and thinking, 'What might that say?' (Session 1) • Readers don't just read signs and words around them; they also read books to learn about the world. (Session 2) • Readers have the opportunity to read privately and with a partner during every reader's workshop. During partner reading students sit side-by-side, put one book in the middle and see-saw read. (Session 3) • Readers read books in an order. They read the cover first, then the first page, then the next page and the next – all the way to the end. (Session 4) • Readers reread and monitor themselves. Readers monitor for meaning to check to see if they missed any important information. (Session 5) • Readers reread to put the pages of the book they are reading together using their own words. They think about the page they are reading, the page that came before and the page that will come next.
NJSLS	Description	
Foundational Skills:		
SL.K.1	☐ Participate in collaborative conversations with diverse partners <i>about kindergarten topics and texts</i> with peers and adults in small and larger groups.	
SL.K.4	☐ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
SL.K.6	☐ Speak audibly and express thoughts, feelings, and ideas clearly.	
Reading Standards for Literature		
Key Ideas and Details:		
RL.K.1	☐ With prompting and support, ask and answer questions about key details in a text (e.g. who, what, where, when, why, how).	
RL.K.2	☐ With prompting and support, retell familiar stories, including key details (e.g. who, what, where, when, why, how).	
RL.K.3	☐ With prompting and support, identify characters, settings, and major events in a story.	
Craft and Structure		
RL.K.4	☐ Ask and answer questions about unknown words in a text.	
Integration of Knowledge and Ideas		
RL.K.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)	
RL.K.9	☐ With prompting and support, compare and	

contrast the adventures and experiences of characters in familiar stories.		(Session 6) • Readers reread to learn more by rethinking about their book. (Session 7) • Readers reread their books and pay close attention to both the pictures and the words on each page to learn more. (Session 8) • Readers use a smooth reading voice when rereading their books (Session 9)
Range of Reading and Level of Text Complexity		
RL.K.10	☐ Actively engage in group reading activities with purpose and understanding.	
Reading Standards for Informational Text: Key Ideas and Details		
RI.K.1	☐ With prompting and support, ask and answer questions about key details in a text (e.g. who, what, where, when, why, how).	
RI.K.2	☐ With prompting and support, identify the main topic and retell key details of a text.	
RI.K.3	☐ With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Craft and Structure		
RI.K.4	☐ With prompting and support, ask and answer questions about unknown words in a text.	
RI.K.5	☐ Identify the front cover, back cover, and title page of a book.	
Integration of Knowledge and Ideas:		
RI.K.7	☐ With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).	
Range of Reading and Level of Text Complexity		
RI.K.10	☐ Actively engage in group reading activities with purpose and understanding.	
Foundational Skills: Print Concepts		
RF.K.1	☐ Demonstrate understanding of the organization and basic features of print.	
RF.K.2	☐ Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	
RF.K.3	☐ Know and apply grade level phonics and word analysis skills in decoding and encoding words.	
RF.K.4	☐ Read emergent texts with one-to-one correspondence to develop fluency and	

	comprehension skills.
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NJSLS	Description	
Reading Standards for Literature		
Key Ideas and Details:		
RL.K.1	☐ With prompting and support, ask and answer questions about key details in a text (e.g. who, what, where, when, why, how).	Bend II: Reading Old Favorite Storybooks: During this Bend, readers will distinguish between Learn About the World books, and favorite storybooks. Through reading these books, children will get to match print to pictures, use connecting words, and read in character voice.
RL.K.2	☐ With prompting and support, retell familiar stories, including key details (e.g. who, what where, when, why, how).	
RL.K.3	☐ With prompting and support, identify characters, settings, and major events in a story.	
Craft and Structure:		
RL.K.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		
RL.K.7	☐ With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment in a story an illustration depicts).	
Range of Reading and Level of Text Complexity		
RL.K.10	☐ Actively engage in group reading activities with purpose and understanding.	
Foundational Skills		
Print Concepts		
RF.K.1	☐ Demonstrate understanding of the organization and basic features of print.	
RF.K.2	☐ Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.K.3	☐ Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	

• Readers read books that they know well to practice thinking and talking about them, as well as to read like teachers. (Session 10) • Readers match words and pictures on a page. (Session 11) • Readers choose their own favorite books to read and reread. (Session 12) • Readers make their old favorite storybook reading better by using exact character words (repeating phrases). (Session 13) • Readers use the words on the page to push themselves to say more when reading their old favorite storybooks. (Session 14) • Readers use connecting words to make their old favorite storybook sound like a story. (Session 15) • Readers pay close attention to the words that repeat in their storybooks. They are the words that they can say exactly like the book says them. (Session 16) • Readers can begin to find familiar words in favorite books. (Session 17) • Readers share favorite books with a partner using many tools and strategies. (Session 18) • Readers celebrate their reading by choosing a favorite
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RF.K.4	☐ Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.	old storybook to read to a friend in their school (teachers, students from other classes, faculty members, etc.). (Session 19)
Speaking and Listening Comprehension and Collaboration		
SL.K.1	☐ Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
SL.K.4	☐ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
SL.K.6	☐ Speak audibly and express thoughts, feelings, and ideas clearly.	

	Formative and Summative (*) Assessments: • Concepts About Print • Letter-Sound Identification • High Frequency Words (first 5) • Conference Notes • Talking About Print, Books, and Reading • TC Benchmark Assessment Instructional Strategies Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> A. Classroom routines and building a community B. Taking care of our classroom and materials
	Technology Integration C. Listening Center D. Elmo for modeling in books
	Global Perspectives Possible Read-Alouds: E. <i>Caps for Sale</i> by Esphyr Slobodkina F. <i>The Snowy Day</i> by Ezra Jack Keats G. <i>Bunny Cakes</i> by Rosemary Wells H. <i>The Very Hungry Caterpillar</i> by Eric Carle I. <i>Where the Wild Things Are</i> by Maurice Sendak J. <i>Birds and Their Nests</i>, by Linda Tagliaferro K. <i>Harry the Dirty Dog</i> by Gene Zion and Margaret Bloy Graham L. <i>Knuffle Bunny: A cautionary Tale</i> by Mo Willems

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Critical Thinking and Problem Solving Communication and Collaboration Information Literacy 21st Century Themes: (as applies to content area): Collaboration and Partnership Problem Solving
Professional Resources: M. Units of Study for Teaching Reading: Kindergarten Book 1 N. Growing Readers O. CCSS Website P. Heinemann Website (anchor chart resources, etc.) Mentor Texts: Q. <i>Mrs. Wishy Washy</i> by Joy Cowley R. <i>The Carrot Seed</i> by Ruth Krauss S. <i>Harry the Dirty Dog</i> by Gene Zion T. <i>The Three Billy Goats Gruff</i> by Paul Galdone U. <i>Trucks</i> by Wil Mara V. <i>The Beetle Alphabet</i> by Jerry Pallotta and David Biedrzycki W. Familiar chants, songs, poems for Shared Reading • Jack and Jill • The Wheels on the Bus • If You're Happy and You Know it • Willaby Wallaby Woo by Rafi	

Unit Description: Emergent Storybooks: Looking Closely at Familiar Texts

The Emergent Storybooks unit allows for students to continue growing a deeper understanding of story and a stronger sense of the language of text. In addition to fostering an appreciation and understanding of rich storybook language, this unit will also support emergent literacy, concepts about print and early reading behaviors. In Bend I, students will continue to tell familiar stories using pictures and will make better approximations by trying their best to sound like a story. They can look at the words on the page that are familiar (such as repetitive refrains and bolded words) point to, and read them!

In Bend II, students will learn that studying the pictures closely can help them to notice more in their stories. Labeling pictures can also be helpful and this idea will allow students to develop their skills in segmenting and hearing sounds in words, using developmental spelling and beginning to use sight words in their labeling. In the Bend III, students will learn that readers not only read, but also talk with others about what they read. Students will practice reenacting their books with their reading buddies and having deeper conversation about various exciting or confusing parts of their books. The unit culminates with a celebration of children's work by video or audiotaping students as they "perform" one of their beloved storybooks.

Reading	
Big Ideas: - Students will read and look closely at familiar storybooks - Students will read familiar storybooks in ways that help them bring stories to life.	
Performance Standards: Benchmark Instructional Levels: PL/A	Time Line: 6 weeks October - November
Essential Questions	Enduring Understandings
How can I read and look closely at books that people have read to me over and over, and read those same books in ways that not only help me see more, but bring the stories to life?	Students will understand that... - Readers can read storybooks over and over and remember how the story goes. - Readers make their words match the book's pictures and words. - Readers can make books into their own "new" old favorites!

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		
NJSLS	Description	Bend I: Readers Reread and Look Closely at Books They Know Well to Make Their Reading Sound Like a Story Instructional Focus: In the first bend students will continue to tell familiar stories using pictures and will make better approximations by trying their best to sound like a story. They can look at the words on the page that are familiar (such as repetitive refrains and bolded words) point to, and read them! NOTE: The below mini-lessons are a menu of possibilities you can use for the first bend. Use your assessment data (see session 1) to decide on the teaching points that work best for your students' needs. These can be used as whole group mini-lessons, small group instruction, mid-workshop interruptions or shares. <u>You should spend a little over a week in this bend.</u> <u>Session 1</u> Readers, today I want to teach you that the old favorite storybooks in this classroom are like the stars in the sky – everybody in the world can see the stars in the sky. They are beautiful and interesting, and everybody in our class knows these books because we’ve been reading them over and over! You can use everything you already know how to do to read these books. You can look carefully at the cover, point under the words in the title and read them, look
<u>Progress Indicators for Reading Literature Text</u> Key Ideas and Details:		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	
RL.K.3	With prompting and support, identify characters, setting, and major events in a story.	
Integration of Knowledge and Ideas		
RL.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	
Range of Reading and Level of Text Complexity		
RL.K.10	Actively engage in group reading activities with purpose and understanding.	

<u>Progress Indicators for Reading Foundational Skills</u>		
Print Concepts		
RF.K.1	Demonstrate understanding of the organization and basic features of print.	carefully at the whole picture, and then tell the story to make that picture. (Use "We Are Storybook Readers" Anchor Chart pg. 9)
Phonological Awareness, Phonics and Word Recognition, Fluency	RF.K.3a - Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.	NOTE: Use the Emergent Storybook Reading Scale to observe students on the first day to see what areas still need to be a focus of this unit for your particular class.
		<u>Session 2</u> Today I want to teach you that readers don't just say what they see on the page, they look carefully at the pictures and use them to remember what the characters were doing and saying and thinking on that page.
		<u>Session 3</u> - Today I want to teach you that readers consider the feeling of the characters. They stop often and think about how characters say and do things in their books. These gives readers' clues to figure out how the character feels. Mid-Workshop – Model for students how they can think deeper about character feelings by asking themselves, "What would the character sound like? Look like? How would they act?"
		<u>Session 4</u> Today I want to teach you that readers can practice matching their voice to how the character feels by reading with a partner. They can take turns reading separate pages, or they can echo read to reread each page and make it better and better each time.

		<u>Session 5</u> • Readers pay special attention to the parts of the book when a character has an especially strong feeling. They mark those places to share with a partner, and can act out the parts by thinking about how the character feels, and how they would look, sound and act. • Share – Invite students to help you create a “Characters Have Feelings” anchor chart that show a variety of common characters in their favorite storybooks and the feelings they have throughout the story. Focus on how a characters feeling could change throughout a story. <u>Session 6</u> • Today I want to remind you that star books aren’t the only books that you can read! No matter the type of text, you can always use the pictures to remember how the words go, and to think about what would make sense. • NOTE – Be sure that students have a variety of texts in their book baggies to read from. These should include lots of familiar storybooks (star books) but also some shared reading books that you have read together as a whole class and perhaps even a few leveled books for students who are ready to do more conventional reading. <u>Session 7</u> • Today I want to teach you that sometimes readers forget how parts of stories go. When they forget, they make sure to work hard to reread the picture to think carefully about what’s happening in that part. This helps readers to
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		remember the story and think about what would make sense to say on that page. <u>Session 8</u> • Sometimes readers get confused about the parts in a story. Today I want to teach you that when readers get confused, they go back to the last place where everything was still making sense and they can reread and retell what's happened so far to get them going with their reading again. Readers rewind! <u>Session 9</u> • Today I want to teach you that readers can match their storytelling to the print on the page to read just like grown-ups. You can point along under the words as you tell the story, and when you come to a part that you know word for word you can point to the words to match what you are saying. Then you're really reading! <u>Session 10</u> • Readers are proud when they can point under the words – so proud that they want to share what they know with other people! Today I want to teach you that readers can use Post-its to mark words, phrases, even whole pages or whole books that they know they can point under each word to read!
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	Bend II: Readers Reread and Write Words to Look Closely and Notice More in the Story Instructional Focus: In Bend II children will learn that studying the pictures closely can help them to notice more in their stories. Labeling pictures can also be helpful and this idea will allow students to develop their skills in segmenting and hearing more sounds in words, using developmental spelling and beginning to use sight words in their labeling. NOTE: See note from Bend I. <u>You should spend about a week in Bend II.</u> <u>Session 11</u> • Today I want to teach you that readers can make labels for the pictures in the books they read. The labels help them know which words are important for telling the story. <u>Session 12</u> • Today I want to teach you that readers can use ‘snap words’ (familiar high-frequency sight words) along with their labels to make phrases to match the pictures and what’s happening in the story. • Share – Invite a student to share labels they added to their star book with the class. Allow students to add more to his/her words by adding ‘snap words’ to various labels. <u>Session 13</u> • Today I want to teach you that readers can see more and look even closer at their books. They can label things such
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	as feelings, what something looks like, and what things are happening. • Mid-Workshop – Create a class anchor chart of “Label Ideas” with some frequently occurring things that students may choose to label in pictures (ex: objects, people, setting, feelings, actions, colors, etc.) <u>Session 14</u> • Readers, today I want to teach you that a great way to set yourself up for reading is to first reread your Post-its and labels. This will remind you who is in your book and what is happening. Then after you read your Post-its, you can reread your book! If you find and see more, you can label and write more! <u>Session 15</u> • Today I want to teach you that when readers get together with their partners, they can read the labels that they write! Partners in reading workshop, just like in writing workshop, can help each other get more sounds in their words. • Mid-Workshop – Model segmenting sounds in words to spell various labels students are eager to write. Say, “Whenever you want to write a word, say the word slowly, and think, ‘What sound do I hear at the beginning? The middle? The end?’ Then write it!” <u>Session 16</u> • Today I want to teach you that readers are also writers! Just like writers can use everything they know to write sentence, so can readers! You can write sentences that go with what
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South Orange Maplewood School District
English Language Arts Department
Reading Curriculum
Grade K

	you see in your books. Just like writers sometimes make patterns with their sentences, so can you. They write things like, "I see the duck. I see the cow. I see Mrs. Wishy Washy."
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Bend III: Readers Invent Fun Things to Do With Books They Know Really Well and Have Studied Closely

Instructional Focus:

In the third bend, children learn that readers not only read, but also talk with others about what they read. Students practice reenacting their books with their reading buddies and have deeper conversation about various exciting or confusing parts of their books. The unit cumulates with a celebration of children's work by video or audiotaping students as they "perform" one of their beloved storybooks.

NOTE:

See Note from Bend I and Bend II. Bend II should take a week to complete

Session 17

- Readers can read with a partner using everything they know, in many different ways. They can also invent fun ways to share their books together! Readers make a plan for partner reading and can use the anchor charts in the room to help them make plans.
- **Mid-Workshop** – Review "Readers Read with a Partner" anchor chart on page 17.

Session 18

- Today I want to teach you that when readers are reading by themselves, they often have thoughts like, 'Oh, this is so cool!' or 'Huh? I don't get this!' These are exactly the kinds of things readers share with a partner. So when you

	notice something that you want to share, put a sticky note on the page to save it for partner time. <u>Session 19</u> - When readers come across a part that makes them laugh out loud, or go Wow, they stop and think. ‘What makes this part funny or cool?’ Then they can say more about those parts when they share them with a partner. <u>Session 20</u> - Today I want to teach you that reading partners can ask each other questions like, ‘Why are they doing that?’ or ‘How do you think he’s feeling?’ or ‘What do you think she will do next?’ to make their talk stronger and to nudge each other toward higher-level thinking and questioning. Mid-Workshop or Share – Generate a list of questions students asked one another to have as an example to further students’ insights into the books they are reading.
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	Formative and Summative (*) Assessments: • Goal Setting • Concepts About Print Assessment • Phonemic Awareness Assessment • Letter-Sound Identification • Conferring notes/records of conferences, small groups and observations *Is the student telling the story using the pictures and oral language? *Does the story make sense? Is the child telling the story in narrative sequence? *What do the student's labels look like? Are they labeling only objects or also characters, setting, feelings, etc.? *Is the child elaborating? Adding details to his/her retell? *Is the student using one-to-one correspondence when reading a familiar refrain? • Sight Word Assessment • Writing Folders – How do children handle writing tricky words? What sight words are children able to write in a snap? • Running Records (when appropriate for students) <u>Other:</u> • Post-it notes/Readers Notebook • Stop & Jot: How is the character feeling? How do I know that? • Stop & Jot: What do I notice on this page that is funny, exciting, or makes me think <i>Wow</i>?
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	Instructional Strategies NOTES: • Prior to the start of the unit you will want to set up book baskets for each table with copies of Emergent storybooks (Star Books), copies of Shared Reading texts and poems, and highly engaging picture books with well-known characters and exciting storylines. Students will choose from table baskets during Independent Reading time. If you have enough books individual students can have their own bins or baggies where they have selected a few books they will read for the week. • Continue to read aloud “Old Favorites” (Star Books from Unit 1) but also read new titles, to develop a greater repertoire of texts for your students to read during reading workshop. • Create special bins in your classroom library that can store Star Books that are not being used. Be sure that these books are clearly labeled with a sticker or star. • Create reading partnerships that will last the length of the unit. Readers who are not yet reading conventionally can be paired with children who bring out the best in them or with children who can support their language needs and strengths. Those of your readers who are reading conventionally will need to be placed in matched-level partnerships so that they can share books, read together, and even swap books.
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	Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> • Math – Counting words in a familiar refrain (ex: “His Mom said it wouldn’t come up.” 7 words) • Math – Set a goal and tally and write how many books read per day/week/unit (addition, one to one correspondence, counting on, etc.) • Science – books read include a variety of nonfiction topics (farm, community, living things, etc.) • Social Studies – books read include a variety of Social Studies topics (community, family, cultures, etc.) Technology Integration • Use digital dictionary to find definition of unknown words. • Use digital photography to create a “Feelings” anchor chart using students’ faces. Media Literacy Integration • Information about Emergent Storybook Reading (for teachers before unit) • http://elizabeth-moore.com/bethmooreblog/2015/6/10/emergent-storybook-reading • Example of students reading “The Three Billy Goats Gruff” • https://www.youtube.com/watch?v=0bY-igFgQ4Q Global Perspectives Read Aloud: • <u>Corduroy</u> by Don Freeman • <u>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</u> by Don and Audrey Wood (strong pic/word support) • <u>The Snowy Day</u> by Ezra Jack Keats (good for lessons noticing more in the pictures)
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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Multicultural and Cultural Competency Perspectives Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: • <i>A Guide to the Reading Workshop</i>, Lucy Calkins • Units of Study for Teaching Reading – Heinemann Website www.heinemann.com • If...Then...Curriculum: Assessment-Based Instruction K-2, Lucy Calkins with Elizabeth Moore • Adapted from Branchburg Township Schools District Curriculum Guides	
Mentor Texts: <i>Possible Emergent Storybooks (Star Books):</i> • <u>The Three Little Pigs</u> by Paul Galdone • <u>The Little Red Hen</u> by Paul Galdone • <u>The Three Bears</u> by Paul Galdone • <u>The Three Billy Goats Gruff</u> by Paul Galdone • <u>The Gingerbread Man</u> by Paul Galdone • <u>Caps for Sale</u> by Esphyr Slobodkina • <u>Where the Wild Things Are</u> by Maurice Sendak • <u>Hattie and the Fox</u> by Mem Fox • <u>Bunny Cakes</u> by Rosemary Wells • <u>Are You My Mother?</u> By P.D. Eastman • <u>Harry and the Dirty Dog</u> by Gene Zion	

Unit Description: Super Powers: Reading with Print Strategies and Sight Word Power –Book 2

The second unit of study provides students with the tools and practice to use multiple sources of information to attempt to read 'just right' books. There will be an emphasis on looking at print and using one to one tracking to help students know that the print conveys meaning. Students will continue to read copies of familiar, shared texts in order to practice skills and concepts learned in Unit 1 and to build upon them with their growing knowledge of print. Throughout the unit, students will begin to draw on multiple strategies at one time and transfer those to increasingly more challenging texts. Readers will be taught to use text patterns and punctuation to aid with fluency. Perhaps the most important "super power" the students will work on will be reading for meaning, and using meaning to figure out a difficult word in a book.

Assessments throughout the unit will include concepts of print, letter names/sounds, observations about tracking text and using patterns, and use of writing to correlate to reading concepts (i.e. If a child is beginning to use beginning and ending sounds when writing words, s/he is typically ready to interact with level C books).

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s) (Skill Progressions)</i> ☐ Use multiple strategies at one time to engage with just right and familiar books. ☐ Rely on both visual cues and meaning to read. Does this make sense? Could it be this? ☐ Increase use of snap words and patterns to read with fluency. ☐ Understand purpose of reading privately, with partners, and in small groups.	Time Line: December - January Duration of Unit: 5 - 6 weeks
Performance Standards: Benchmark Instructional Levels: A/B	Enduring Understandings <i>What will students understand about the big ideas?</i>
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ How can readers use all of their superpowers to help them?	Students will understand that... ☐ Tracking text tells readers that every word has meaning ☐ Using meaning can help solve a difficult word. ☐ Using more than one super power is more helpful than using just one. ☐ Partners help us grow our super powers.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
NJSLS	Description	Instructional Focus: Bend I: Using Superpowers to Look and Point, and Then Read Everything: In the first Bend, students will learn the crucial skill of tracking text (pointer power). This superpower is the foundation upon which all others are built. • Readers have superpowers to look closely and point to words. (Session 1) • Readers use pointer power to monitor text and make sure that what they say matches what they see. (Session 2) • Readers know that even longer words get only one tap. (Session 3) • Readers use words they know (snap words) to anchor their partner power and keep reading. (Session 4) • Partners help readers grow their pointer power. (Session 5)
Reading Standards for Literature		
Key Ideas and Details:		
RL.K.1	☐ With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	
RL.K.2	☐ With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	
RL.K.3	☐ With prompting and support, identify characters, settings, and major events in a story.	
Craft and Structure:		
RL.K.4	☐ Ask and answer questions about unknown words in a text.	
Integration of Knowledge and Ideas		
RL.K.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		
RL.K.10	☐ Actively engage in group reading activities with purpose and understanding.	
Foundational Skills		
Print Concepts		
RF.K.1	☐ Demonstrate understanding of the organization and basic features of print.	



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Phonological Awareness		
RF.K.2	☐ Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Phonics and Word Recognition		
RF.K.3	☐ Know and apply grade level phonics and word analysis skills in decoding and encoding words.	
RF.K.4	☐ Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.	

Bend II: Taking on Even the Hardest Words:
 Bend II finds students beginning to use multiple “superpowers” at the same time to assist with tricky parts of books. A key focus of this bend is what resourceful readers do when they get stuck.

- Readers can use several powers together to help them read, such as thinking about meaning and searching the picture. (Session 6)
- Readers can make any word into a snap word by practicing them privately and with a partner. (Session 7)
- Readers use the first letter of a word to help them figure it out. (Session 8)
- Readers never give up, even when the reading is hard. Determination and persistence are superpowers, too. (Session 9)

CCSS	Description
Reading Standards for Literature	
Key Ideas and Details:	
RL.K.1	☐ With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2	☐ With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	☐ With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure:	
RL.K.4	☐ Ask and answer questions about unknown words in a text.
Integration of Knowledge and Ideas	
RL.K.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	
RL.K.10	☐ Actively engage in group reading activities with purpose and understanding.
Reading Standards for Informational Text	
Craft and Structure	
RI.K.4	☐ With prompting and support, ask and answer questions about unknown words in a text.
Integration of Knowledge and Ideas:	
RI.K.7	☐ With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what

	person, place, thing, or idea in the text and illustration depicts).	
Range of Reading and Level of Text Complexity		
RI.K.10	☐ Actively engage in group reading activities with purpose and understanding.	
Foundational Skills		
Print Concepts		
RF.K.1	☐ Demonstrate understanding of the organization and basic features of print.	
Phonological Awareness		
RF.K.2	☐ Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Phonics and Word Recognition		
RF.K.3	☐ Know and apply grade level phonics and word analysis skills in decoding and encoding words.	
RF.K.4	☐ Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.	

NJLSLS	Description
Reading Standards for Literature Key Ideas and Details:	
RL.K.1	☐ With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2	☐ With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	☐ With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure:	
RL.K.4	☐ Ask and answer questions about unknown words in a text.
Integration of Knowledge and Ideas	
RL.K.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).
RL.K.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	
RL.K.10	☐ Actively engage in group reading activities with purpose and understanding.
Reading Standards for Informational Text Craft and Structure	
RI.K.4	☐ With prompting and support, ask and answer questions about unknown words in a text.

Bend III: Bringing Books to Life:

In the final Bend of the unit, readers will use their voices to bring books to life. Fluency will become another superpower as the children begin to use punctuation and patterns to read. Additionally, readers will work with partners to talk about and retell their books.

- Readers use their voices to add meaning to their books. (Session 11)
- By recognizing and relying on patterns, readers can sing out their books with confidence. (Session 12)
- Readers notice and use punctuation to change the way they read something. (Session 13)
- By changing the way their voices sound, readers demonstrate that they understand the book. (Session 14)
- Readers continue to talk to partners about the books they are reading. Some of this work includes making a plan for partner reading and introducing a book. (Session 15)
- Readers retell a book after they read it. (Session 16)
- Partners use all of their reading powers and even act out their books. (Session 17)

Integration of Knowledge and Ideas:	
RI.K.7	☐ With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Range of Reading and Level of Text Complexity	
RI.K.10	☐ Actively engage in group reading activities with purpose and understanding.
Foundational Skills: Print Concepts	
RF.K.1	☐ Demonstrate understanding of the organization and basic features of print.
Phonological Awareness	
RF.K.2	☐ Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Phonics and Word Recognition	
RF.K.3	☐ Know and apply grade level phonics and word analysis skills in decoding and encoding words.
RF.K.4	☐ Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.
Speaking and Listening	
Comprehension and Collaboration	
SL.K.1	☐ Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2	☐ Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something

	is not understood.
Presentation of Knowledge and Ideas	
SL.K.4	☐ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	☐ Speak audibly and express thoughts, feelings, and ideas clearly.

	Formative and Summative (*) Assessments: • Concepts About Print • Letter-Sound Identification • High Frequency Words • Running Records (where called for) • Conference Notes • Talking About Print, Books, and Reading • TC Benchmark Assessment (where called for) • Observations of reading behaviors Instructional Strategies Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i>
	☐ Using growing print awareness for writing
	Technology Integration ☐ Listening Center ☐ Document Camera for modelling of lessons Global Perspectives Possible Read-Alouds: ☐ <i>I Went Walking</i> by Sue Williams and Julie Vivas ☐ <i>Carla's Big Splash</i>, by Kimberly Beckley ☐ <i>The Carrot Seed</i> by Ruth Krauss and Crockett Johnson

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy 21st Century Themes: Collaboration and Partnership Problem Solving
Professional Resources: ☐ Units of Study for Teaching Reading: Kindergarten Book 1 ☐ <i>Growing Readers</i> by Kathy Collins ☐ CCSS Website ☐ Heinemann Website (anchor chart resources, etc.)	
Mentor Texts: ☐ <i>Brown Bear, Brown Bear</i> by Bill Martin Jr. and Eric Carle ☐ <i>In the Garden</i> by Annette Smith, Beverley Rendell, Jenny Giles ☐ <i>Mrs. Wishy Wasby</i> by Joy Cowley and Elizabeth Fuller ☐ <i>It's Super Mouse</i> by Phyllis Root and James Croft ☐ <i>So Much</i> by Trish Cooke and Helen Oxenbury ☐ <i>It's Ok to be Different</i> by Todd Parr ☐ <i>The Family Book</i> by Todd Parr ☐ Nursery Rhymes: Where is Thumbkin?, One, Two, Buckle My Shoe!, Rain, Rain Go Away!., ☐ Songs: Five Little Ducks, Down by the Bay, The Name Game, The Clean Up Song, The Itsy-Bitsy Spider	

Unit Description: Bigger Books, Bigger Reading Muscles – Book 3

In Unit 3, “Bigger Book, Bigger Reading Muscles”, kindergarten students’ move from rereading mostly familiar texts to reading more difficult leveled books conventionally. The unit is divided into three bends, giving students the opportunity to study the ways the books they are reading are getting harder and giving them strategies to prepare for these challenges.

In the first bend of the unit, readers will learn that they can use their knowledge of how patterns go (pattern power) to read texts with longer, more complex patterns. They will gain strategies for tackling breaks in patterns, and use their pattern power to think more deeply about what a book is really telling us. In the second bend, students will use their knowledge of letters and sounds (sound power) to read tricky words. Children will learn to first attend to the initial letter, then look to beginning consonant clusters (blends and diagraphs), and finally to move their eyes to attend to the end of unknown words. By the end of this bend, students will be using more visual information in addition to meaning and structure to solve tricky words. Finally in bend three students will bring all these strategies together to read more complex books with accuracy, fluency and comprehension. This bend places a particular emphasis on reading high-frequency words with automaticity. This bend also emphasizes the importance of thinking and talking more deeply about books.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s) (Skill Progressions)</i> ☐ Bend I: Tackling More Challenging Books ☐ Bend II: Zooming In on Letters and Sounds ☐ Bend III: Graduation: Becoming Stronger Readers	
Performance Standards: Benchmark Instructional Levels: B/C	Time Line: January - February Duration of Unit: 6 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ How can I use my superpowers to read harder books?	Students will understand that... ☐ There are many ways to help themselves if/when they get stuck. ☐ Reading with a smooth voice brings books to life and helps deepen understanding.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		
NJSLS	Description	Instructional Focus: Bend I: Tackling More Challenging Books In the first bend of the unit, readers will learn that they can use their knowledge of how patterns go (pattern power) to read texts with longer, more complex patterns. They will gain strategies for tackling breaks in patterns, and use their pattern power to think more deeply about what a book is really saying. • Readers identify ways books get harder, and use their super powers to read even those hard books. (Session 1) • Readers identify the sentence pattern in their book and use that pattern to help them read almost every page. (Session 2) • Readers identify tricky words in the pattern and think, 'What is the same and what is changing on each page?' Then they look at the picture, think about what's happening and get their mouth ready to say the first sound of the word. (Session 3) • Readers identify where the pattern breaks and use every superpower they have to solve that page. (Session 4) • Readers check that their reading makes sense and sounds like a book. They stop and ask, 'Did that make sense? Did that sound right?' If not, they try to fix it. (Session 5) • Readers use the pattern and the ending to learn as much as they can. (Session 6)
Reading Standards for Literature		
Key Ideas and Details:		
RL.K.1	☐ With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	
RL.K.2	☐ With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	
RL.K.3	☐ With prompting and support, identify characters, settings, and major events in a story.	
Craft and Structure:		
RL.K.4	☐ Ask and answer questions about unknown words in a text.	
RL.K.5	☐ Recognize common types of texts (e.g., storybooks, poems).	
Integration of Knowledge and Ideas		
RL.K.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		
RL.K.10	☐ Actively engage in group reading activities with purpose and understanding.	
Foundational Skills		
Print Concepts		
RF.K.1	☐ Demonstrate understanding of the organization and basic features of print.	
Phonological Awareness		
RF.K.2	☐ Demonstrate understanding of spoken words,	

Phonics and Word Recognition		syllables, and sounds (phonemes).
RF.K.3	☐	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.K.4	☐	Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.

NJSLS	Description	Instructional Focus: Bend II: Zooming In on Letters and Sounds In the second bend, students will use their knowledge of letters and sounds (sound power) to read tricky words. Children will learn to first attend to the initial letter, then look to beginning consonant clusters (blends and digraphs), and finally to move their eyes to attend to the end of unknown words. By the end of this bend, students will be using more visual information in addition to meaning and structure to solve tricky words. • Readers think, talk, play and sing the alphabet, getting to know all the ways that letter and sounds go. Then when they read, they use all they know about letters and sounds to read the words the author wrote. (Session 7) • Readers use the beginning sound of a tricky word and get their mouth ready. Then they think, "What word could this be?" (Session 8) • Readers use beginning blends (consonant clusters) to help them solve words. Readers get their mouths ready for the beginning part of a tricky word. (Session 9) • Readers look at the beginning and the ending to solve a tricky word. (Session 10) • Readers identify known words (sight words) and read them in a snap. (Session 11) • Readers stop and think, "Does it make sense? Does it sound right? Does it look right?" If things seem off then the reader rereads to fix it up. (Session 12)
Reading Standards for Literature		
Key Ideas and Details:		
RL.K.1	☐ With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	
RL.K.2	☐ With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	
RL.K.3	☐ With prompting and support, identify characters, settings, and major events in a story.	
Craft and Structure:		
RL.K.4	☐ Ask and answer questions about unknown words in a text.	
RL.K.5	☐ Recognize common types of texts (e.g., storybooks, poems).	
Integration of Knowledge and Ideas		
RL.K.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		
RL.K.10	☐ Actively engage in group reading activities with purpose and understanding.	
Foundational Skills		
Print Concepts		
RF.K.1	☐ Demonstrate understanding of the organization and basic features of print.	
Phonological Awareness		
RF.K.2	☐ Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Phonics and Word Recognition		
RF.K.3	☐ Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.4	☐ Read emergent texts with one-to-one	



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	correspondence to develop fluency and comprehension skills.	
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NJSL Standards		Instructional Focus:	
Reading Standards for Literature		Bend III: Graduation: Becoming Stronger Readers	
Key Ideas and Details:		In bend three students will bring all these strategies together to read more complex books with accuracy, fluency and comprehension. This bend places a particular emphasis on reading high-frequency words with automaticity. This bend also emphasizes the importance of thinking and talking more deeply about books.	
RL.K.1	☐ With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	• Readers look at the whole picture to think about what they see and what is happening. (Session 13) • Readers identify a break in the pattern and use their other super powers to help them. (Session 14) • Readers identify sight words under disguise (with inflected endings). (Session 15) • Readers use all they know about stories to make predictions about what will happen next. (Session 16) • Readers think about what is happening in the story to help improve their fluency and make their stories come to life. (Session 17) • Readers use book talk power to talk to their reading buddy about what the character is doing or how they feel and why they feel that way. (Session 18) • Readers celebrate all the work they did to become stronger readers. Readers use all of their strategies when they read harder books. (Session 19)	
RL.K.2	☐ With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).		
RL.K.3	☐ With prompting and support, identify characters, settings, and major events in a story.		
Craft and Structure:			
RL.K.4	☐ Ask and answer questions about unknown words in a text.		
RL.K.5	☐ Recognize common types of texts (e.g., storybooks, poems).		
Integration of Knowledge and Ideas			
RL.K.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			
RL.K.10	☐ Actively engage in group reading activities with purpose and understanding.		
Foundational Skills			
Print Concepts			
RF.K.1	☐ Demonstrate understanding of the organization and basic features of print.		
Phonological Awareness			
RF.K.2	☐ Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
Phonics and Word Recognition			
RF.K.3	☐ Know and apply grade-level phonics and word analysis skills in decoding and encoding words.		
RF.K.4	☐ Read emergent texts with one-to-one correspondence to develop fluency and		

	comprehension skills.	
Formative and Summative (*) Assessments: <u>Ongoing:</u> • Goal Setting • Concepts About Print Assessment • Phonemic Awareness Assessment • Letter-Sound Identification • Conferencing notes/records of conferences, small groups and observations • Sight Word Assessment • Running Records <u>Other:</u> • Post-it notes/Readers Notebook • Stop & Jot: Prediction – what will happen next • Stop & Jot: Identify the sentence pattern • Stop & Jot: What do I notice in the picture? (picture power)		
Instructional Strategies Interdisciplinary Connections ☐ Math – Counting words in sentence pattern ☐ Math – Set a goal and tally and write how many books read per day/week/unit (addition, one to one correspondence, counting on, etc.) ☐ Math – Introduce sentence pattern with math pattern using shapes or colors ☐ Social Studies/Science – books read include a variety of nonfiction topics (farm, community, living things, etc.) Technology Integration ☐ Use digital dictionary to find definition of unknown words. ☐ Use digital photography to create interactive writing book with students' pictures.		

	Media Literacy Integration ☐ "Michael Rosen Performs: We're Going on a Bear Hunt" (Bend I: Session 3) https://www.youtube.com/watch?v=0gyl6ykDwds ☐ Song – "Pomp and Circumstance" (Bend III: Session 18) Global Perspectives <i>Possible Read-Alouds:</i> ☐ <u>Dragonflies</u> by Margaret Hall ☐ <u>Pete the Cat and His Four Groovy Buttons</u> by Eric Litwin ☐ <u>Eating the Alphabet</u> by Lois Ehlert ☐ <u>Oh, the Places You'll Go!</u> by Dr. Suess ☐ <u>We're Going on a Bear Hunt</u> by Michael Rosen <i>Possible Shared Reading:</i> ☐ <u>My Bug Box</u> by Pat Blanchard and Joanne Suhr ☐ "We Will Go" by Zoe Ryder White ☐ "Hickory Dickory Dock" Global Perspectives <i>Possible Read-Alouds:</i> ☐ <u>Dragonflies</u> by Margaret Hall ☐ <u>Pete the Cat and His Four Groovy Buttons</u> by Eric Litwin ☐ <u>Eating the Alphabet</u> by Lois Ehlert ☐ <u>Oh, the Places You'll Go!</u> by Dr. Suess ☐ <u>We're Going on a Bear Hunt</u> by Michael Rosen <i>Possible Shared Reading:</i> ☐ <u>My Bug Box</u> by Pat Blanchard and Joanne Suhr ☐ "We Will Go" by Zoe Ryder White ☐ "Hickory Dickory Dock"
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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course

21st Century Skills:
Creativity and Innovation

or content area:	Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: ☐ <i>Bigger Books, Bigger Reading Muscles: Grade K – Unit 3</i>, Lucy Calkins, Katie M. Wears, Rebecca Cronin, Angela Baez ☐ <i>A Guide to the Reading Workshop</i>, Lucy Calkins ☐ Units of Study for Teaching Reading – Heinemann Website www.heinemann.com	
Mentor Texts: ☐ <u>Mouse Has Fun</u> by Phyllis Root ☐ <u>Wake Up, Dad!</u> by Beverley Randell ☐ <u>Ethan's Cat</u> by Joanna Hurwitz ☐ <u>Picnic</u> by Phyllis Root ☐ <u>Pizza</u> by Phyllis Root ☐ <u>Cat and Mouse</u> by Phyllis Root ☐ <u>Can You See the Eggs?</u> By Jenny Giles ☐ <u>Ethan's Cat</u> by Johanna Hurwitz ☐ <u>Hide and Seek</u> by Lila	

Unit Description: Becoming Avid Readers – Book 4

Unit 4, "Becoming Avid Readers", builds upon all of the skills kindergartners have learned this year, but it also circles back to the first unit. Once again, students will role-play their way into being the readers that they are expected to be. Instead of "We are readers!" now the rallying cry is "We are avid readers." The idea is for kindergartners to develop the notion that they read a *lot*, and they can read all the time; not just during reader's workshop. The ultimate goal is for our kindergartners to develop their interest and enthusiasm for reading so that reading becomes a lifelong love that extends beyond school. One of the main goals of this unit is to make sure these young readers can transfer what they have learned and become solo readers. As this unit progresses, more and more responsibility is handed over to the students.

In Bend I, students will explore what avid readers do. This bend focuses on reading fictional stories and thinking about characters, settings, and plot. Students will organize reading play dates and create their own superpowers charts geared toward self-selected goals. Bend II parallels the work of the first bend, but here students will become avid readers of nonfiction texts. The final bend of the unit has a celebratory feel as students play with rhyme and rhythm, innovate upon existing poems and songs and simultaneously improve their fluency.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s)(Skill Progressions)</i> ☐ Bend I: Becoming an Avid Reader ☐ Bend II: Learning from All-About Books ☐ Bend III: Falling in Love with Poetry	
Performance Standards: Benchmark Instructional Levels: C/D	Time Line: April - May Duration of Unit: 5-6 weeks

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>		Enduring Understandings <i>What will students understand about the big ideas?</i>
☐ What do avid readers do?		Students will understand that... ☐ Avid readers simply love reading. ☐ Avid readers look and sound a particular way when they are working alone and with a partner. ☐ Being an avid reader helps us learn more about our books, our characters and the world

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: Bend I: Becoming an Avid Reader In Bend I, children will explore what avid readers do. This bend focuses on reading fictional stories and on thinking about characters, settings, and plot. Children will organize reading play dates and create their own superpowers charts geared toward self-selected goals. • Readers identify characteristics of avid readers (who they are, what they do, and what they look like when they read). (Session 1) • Avid readers react to their books and share their strong feelings with their reading partners. (Session 2) • When readers have thoughts during reading they hold onto those thoughts by drawing or writing their reaction on a post it to help them remember what they were thinking. (Session 3) • Readers identify precise words when thinking about
NJSLS	Description	
Reading Standards for Literature Key Ideas and Details:		
RL.K.1	☐ With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	
RL.K.2	☐ With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	
RL.K.3	☐ With prompting and support, identify characters, settings, and major events in a story.	
Craft and Structure:		
RL.K.4	☐ Ask and answer questions about unknown words in a text.	
Integration of Knowledge and Ideas		
RL.K.7	☐ With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what	

RL.K.9	moment in a story an illustration depicts). ☐ With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	- characters feelings in a story. (Session 4) - Readers reflect on their reading and set reading goals for themselves using their superpowers reading chart. (Session 5) - Readers identify different reading playdates they would like to have with their reading partner to deepen their understanding of the stories they read. (Session 6) - Readers act out the stories they read in their mind and then ‘play pretend’ by acting out their stories with their reading partners or reading clubs. (Session 7) - Readers do <i>close-reading</i> and <i>book-based pretending</i> by paying close attention to what the story says, so they can act it out the way the author wants it to be acted. (Session 8)
Range of Reading and Level of Text Complexity		
RL.K.10	☐ Actively engage in group reading activities with purpose and understanding.	
Foundational Skills		
Print Concept		
RF.K.1	☐ Demonstrate understanding of the organization and basic features of print.	
Phonological Awareness		
RF.K.2	☐ Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Phonics and Word Recognition		
RF.K.3	☐ Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
RF.K.4	☐ Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.	

Bend II: Learning From All-About Books	
Bend II parallels the work of the first bend, but here children will become avid readers of nonfiction texts.	
- Nonfiction readers notice places in their reading when they learn something new (WOW! page) or have a question. They mark these with a post it and share them with their reading partner. (Session 9) - Nonfiction readers explain what they have learned to others and share that learning. To do that they identify 'expert words' while reading. (Session 10) - Nonfiction readers have reading playdates with their partner to gain a deeper understanding of the books they are reading. They play school, play pretend, and play games. (Session 11) - Nonfiction readers find a topic they love reading and learning about. They then gathers books on that topic, and gathers people who love that topic too (reading club) to discuss and learn more. (Session 12) - Nonfiction readers pay close attention to similarities and differences in the books they are reading. (Session 13) - Nonfiction readers pretend when they are reading by acting out important parts of their books with their partners. (Session 14)	
CCSS	Description
Reading Standards for Informational Text	
Key Ideas and Details:	
RI.K.1	☐ With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RI.K.2	☐ With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	☐ With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.
Craft and Structure:	
RI.K.4	☐ With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	☐ Identify the front cover, back cover, and title page of a book.
RI.K.6	☐ Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas:	
RI.K.7	☐ With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	☐ With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	☐ With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
RI.K.10	☐ Actively engage in group reading activities with purpose and understanding.

Foundational Skills		
Phonological Awareness		
RF.K.2	☐	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Phonics and Word Recognition		
RF.K.3	☐	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.K.4	☐	Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.

NJSLS	Description	
Reading Standards for Literature		
Key Ideas and Details:		
RL.K.1	☐ With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	
RL.K.3	☐ With prompting and support, identify characters, settings, and major events in a story.	
Craft and Structure:		
RL.K.4	☐ Ask and answer questions about unknown words in a text.	
RL.K.5	☐ Recognize common types of text (e.g., storybooks, poems).	
Integration of Knowledge and Ideas		
RL.K.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		
RL.K.10	☐ Actively engage in group reading activities with purpose and understanding.	
Foundational Skills		
Phonological Awareness		
RF.K.2	☐ Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Phonics and Word Recognition		
RF.K.3	☐ Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
RF.K.4	☐ Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.	

Bend III: Falling in Love with Poetry

The final bend of the unit has a celebratory feel as students play with rhyme and rhythm, innovate upon existing poems and songs and simultaneously improve their fluency.

- Avid poetry readers read a poem over and over until the tune is right, the rhythm is right, and the feeling is right. (Session 15)
- Avid poetry readers think about how the poem makes them feel, and then they make their voices match that feeling. (Session 16)
- Avid poetry readers find a poem they really love and become a copycat poet, copying the rhythm and the rhyme and creating their own new poems. (Session 17)
- Avid poetry readers share their favorite poems with classmates by reading, illustrating, performing and singing. (Session 18)

Formative and Summative (*) Assessments: <u>Ongoing:</u> • Goal Setting • Concepts About Print Assessment • Phonemic Awareness Assessment • Letter-Sound Identification • Conferring notes/records of conferences, small groups and observations • Sight Word Assessment • Running Records <u>Other:</u> • Post-it notes/Readers Notebook • Stop & Jot: What is the character feeling? (Bend I) • Stop & Jot: WOW! Pages or Questions (nonfiction Bend II) • Copycat poem (Bend III) Instructional Strategies Interdisciplinary Connections ☐ Social Studies/Science – books read include a variety of nonfiction topics (farm, community, living things, etc.) Music – rhythm and beat while reading poetry	Technology Integration ☐ iPad/Laptop – video recording studio setup for poetry celebration (students can perform, sing and record their favorite poems) ☐ Use digital photography to create a “Precise Feeling Words” anchor chart with students making faces to describe each feeling
Media Literacy Integration ☐ BBC Video Clip: “Venus Flytraps: Jaws of Death”	Global Perspectives



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	<i>Possible Read-Alouds:</i> ☐ <u>Not Norman: A Goldfish Story</u> by Kelly Bennett ☐ <u>The Three Billy Goats Gruff</u> by Paul Galdone ☐ <u>Ish</u> by Peter Reynolds ☐ <u>Beautiful Oops</u> by Barney Salzberg ☐ <u>The Little Engine that Could</u> by Watty Piper <i>Possible Shared Reading:</i> ☐ <u>Gossie</u> by Oliver Dunrea ☐ "Things" by Eloise Greenfield ☐ "Poem" by Langston Hughes
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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Civic Literacy Health Literacy
Professional Resources: ☐ <i>Becoming Avid Readers: Grade K – Unit 4</i>, Lucy Calkins, Marjorie Martinelli, Christine Holley ☐ <i>A Guide to the Reading Workshop</i>, Lucy Calkins ☐ Units of Study for Teaching Reading – Heinemann Website www.heinemann.com Mentor Texts: ☐ <u>The Carrot Seed</u> by Ruth Krauss ☐ <u>It's Super Mouse</u> by Phyllis Root ☐ <u>Not Norman: A Goldfish Story</u> by Kelly Bennett ☐ <u>Honey Bees</u> by Martha E. H. Rustad ☐ <u>Dragonflies</u> by Margaret Hall ☐ "The Itsy Bitsy Spider" ☐ "The Swing" by Robert Louis Stevenson ☐ "Read Words, Write Words" by Marjorie Martinelli ☐ "Click Beetle" by Mary Ann Hoberman	

Unit Description: Growing Expertise in Little Books: Reading For Information

This unit is designed to immerse new readers in the realm of informational texts over several weeks, allowing them repeated opportunity to practice and master the skills particular to reading nonfiction books. It also serves as a vehicle to allow students to apply what they have already learned in terms of foundational skills. Students will be encouraged to read closely, looking for new ideas, information, and vocabulary in their books as a means to maintain curiosity and engagement across the unit.

Reading	
Big Ideas: ☐ Readers become experts by reading, asking questions, and talking with others about nonfiction books. ☐ Readers learn from both words and pictures inside nonfiction books. ☐ Readers can compare information on one topic across various nonfiction books.	Duration of Unit: 4 - 5 weeks (April – May)
Performance Standards: Benchmark Instructional Levels: C-D	Enduring Understandings <i>What will students understand about the big ideas?</i>
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> ☐ How can I use books to teach me about the world? ☐ How can I use nonfiction books to get me wondering about things?	Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that... ☐ Nonfiction texts are different from fiction texts and are read for different purposes ☐ Features of nonfiction texts can foster curiosity and wondering ☐ New, specific vocabulary helps readers better understand a topic and allows them to talk with others about the topic

Areas of Focus: Proficiencies (New Jersey State Learning Standards)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: In this unit, young readers will engage and interact with nonfiction books and learn to stop, think, and ask what the book was about, what it taught them, and how they can share that knowledge with others as an expert on a particular topic. Bend 1: Readers Become Experts on Topics by Reading Books, Asking Questions, and Talking with Others (Approximately 8 days) <u>Session 1:</u> Today I am going to teach you that readers look closely, point to the pictures, ask questions, and talk about their books in order to become experts on a topic. <u>Session 2:</u> Today I am going to remind you that nonfiction readers use all the same strategies to read their books as fiction readers (this should be a repertoire lesson; no new learning is happening, just reminding). <u>Session 3:</u> Today I want to teach you that nonfiction readers use the whole page to learn as much as possible from each one. They look closely, point at and talk about everything they see, and they especially wonder about the most important things by asking Who? What? When? Where? How? Why? (give students the stem... "I wonder....") <u>Session 4:</u> Today I am going to teach you that once you've learned a lot about your topic, you can be a teacher by
NJSLS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
NJSLSA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	
NJSLSA.R.9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Progress Indicators for Reading Literature Text		
Range of Reading and Level of Text Complexity		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	
RI.K.2	With prompting and support, identify main topic and supporting details of a text.	
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Craft and Structure		
RI.K.4	Ask and answer questions about unknown words in a text. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	

RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	• <u>Session 5:</u> Today I want to show you how readers who are experts on a topic can also be like reporters. Reporters use special words and gestures to share information. You and your partner can do that together today. • <u>Session 6:</u> Today I want to show you that sometimes, nonfiction books just end after sharing information on each page. You can be on the lookout for books like that, and then add your OWN last page. You can do one that sums up the main topic or invite the reader to do/try something. • <u>Session 7:</u> Today I am going to remind you that readers often ask questions before or during reading, but you are going to see how readers sometimes have NEW questions about a topic at the end of a book. Then you can your partner can search together for answers to your questions in new books, or by looking back even more closely at the book that was just read.
Integration of Knowledge and Ideas:		
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear.	
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic.	
Range of Reading and Level of Text Complexity		
RI.K.10	Actively engage in group reading activities with purpose and understanding.	
<u>Progress Indicators for Reading Foundational Skills</u>		
Print Concepts		
RF.K.1	Demonstrate understanding of the organization and basic features of print.	
Phonological Awareness		
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Phonics and Word Recognition		
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
Fluency		
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.	

	Bend II: Readers Learn about Words Inside their Books, too! (approximately 6-7 days) • <u>Session 8:</u> Today I am going to show you how expert nonfiction readers collect expert words as they read. These words are really important to know and can be kept on a special chart (in a special notebook, etc.) to be used when you are teaching someone else about your topic. • <u>Session 9:</u> Today I am going to teach you that expert words are important to use when you teach your partner about your topic. You can use the pictures to teach about these words, act them out, or give a few examples that go with the words you've collected. • <u>Session 10:</u> Today I am going to teach you that sometimes, an expert comes across words s/he has never seen or heard before. When this happens, you can stop and think about what a word MIGHT mean or look for clues in the pictures to help figure it out. • <u>Session 11:</u> Today I want to teach you that nonfiction readers do not use expert words and facts in a boring list; they put it all together! You can try this by pointing at the parts of a picture, then saying how they all go together. For example, if you are reading a book about flowers, and you point to the roots, stem, leaves, petals, and pollen, you might say, "All of these parts work together to help the flower grow."
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	• <u>Session 12:</u> Today I want to remind you that good readers use patterns to read their books. You can try this by recognizing the pattern, thinking about what the book is about, and then looking carefully at the picture to predict what the change in the pattern might be on that page. You already know how to do this, so give it a try! (this should be a repertoire lesson; no new learning is happening, just reminding/modeling). • <u>Session 13:</u> Today I want to show you how nonfiction readers do not memorize every fact in their books. Instead, they try to stop and think about what the book is MOSTLY about by asking, "How does this book go with the title?" and "How do these pages go together so far?" You will do this a lot when you read nonfiction books.
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	<u>Bend III : Readers Can Think About What is the Same and What is Different In (and across) Books</u> • <u>Session 14:</u> Today I want to teach you that when readers are learning about something, they read more than one book about it. In fact, they read as many books as they can about their topic so they can retell and share everything they learned. • <u>Session 15:</u> Today I am going to teach you a great way to compare books, playing a game called Same and Different Game. You use books about the same topic, and then see what information is the same and what information is different. • <u>Session 16:</u> Today I want to show you another way to compare information in your books on the same topic. You can say to yourself or to your partner, "This picture teaches me _____, but the words on this page say _____." • <u>Session 17:</u> Today I am going to show you that nonfiction books have special features that help you read and remember all about a topic. You can play a game called Does Your Book Have...? In this game, you choose a page from your book, say what it is mostly about, then point out a special nonfiction feature. Then you ask your partner if her/his book has a feature like yours. If the features match, hold them up and share what the purpose of that feature is. Finally, you switch roles! • <u>Session 18:</u> Today I want to teach you that you can invent your
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	own ways to talk about nonfiction books with your partner/group. You might act parts out or ask the whole group (or your partner) a question about your topic. It is up to you experts to keep the book conversations going. • <u>Session 19</u>: Today I am going to show you how nonfiction readers can lay books on one topic side by side and ask themselves what they learned from each one and how all of the information goes together.
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	Formative and Summative (*) Assessments: • Concepts About Print • Letter-Sound Identification • High Frequency Words • Conferencing and Small Group Work • TC Running Records* Interdisciplinary Connections • Science Unit Connection: 1. Living and Non Living Things • Math Unit Connections: 1. Patterns 2. Geometry (2D and 3D Shapes)
	Technology Integration These are resources about emergent readers and nonfiction reading. ☐ http://www.pbs.org/launchingreaders/readingformeaning/overview.html ☐ https://www.youtube.com/watch?v=xGZQ7K8ef4c ☐ http://www.gwrc.net/pages/Ankrum%20et%20al..pdf
	Media Literacy Integration These are resources with ideas of how to use media integration during this nonfiction reading unit. ☐ https://www.projectlooksharp.org/12BasicWays.pdf
	Global Perspectives Possible Read-Alouds: • A South African Night by Rachel Isadora • One Green Apple by Eve Bunting • Whoever You Are by Mem Fox • All the Colors of the Earth by Sheila Hamanaka • The Boy Who Harnessed the Wind by William Kamkwamba • Our Family Tree- An Evolution Story by Lisa Peters • If You Lived Here- Houses of the World by Giles LaRoche

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Multicultural and Cultural Competency Perspectives Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: ☐ If, Then Curriculum Guide – Growing Expertise in Little Books: Reading for Information ☐ Growing Readers by Kathy Collins ☐ NJ Revised Common Core Standards ☐ Heinemann website (anchor charts, teaching points) ☐ NGSS (for alignment to Living Things Unit)	
Mentor Texts: ☐ Zoo Looking, by Mem Fox ☐ I am a Living Thing, by Bobbie Kalman ☐ Baby Animals, Elizabeth Austin ☐ Growing Vegetable Soup, by Lois Ehlert ☐ From Peanut to Peanut Butter, Melvin Berger	



Unit Description: Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books (If...Then... pg. 25-46)

This unit highlights foundational skills for beginning readers, especially readers who are reading at or near levels C, D and E. It is designed to teach children more strategies for word solving, crosschecking, self-correcting, meaning making, and to model for them the resiliency of careful readers. In Bend I, students will be problem solvers, using all that they can to solve words paying particular attention to meaning cues and syntax/structure cues.

Bend II teaches additional strategies for figuring out tricky words and gives students the opportunity to be flexible readers who do not rely on only one strategy but many. In the third and final bend, students will learn many ways to reread. They will realize that rereading has many purposes such as; solving tricky words, noticing new things in their books, and smoothing out their reading. Throughout the unit children will practice being careful readers who don't give up, pass over, or ignore hard parts in their books.

Reading	
Big Ideas: - Students will monitor for meaning and use syntax/structure cues to figure out tricky parts - Students will use a combination of powers when they comes to a challenging word - Students will reread for a variety of reasons	
Performance Standards: Benchmark Instructional Levels: C/D	Time Line: 6 weeks May - June
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> - How can I be strong when I get to the hard parts in books so that I don't give up? - What strategies can I use when books get hard?	Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that... - The story and how books sound can help them to figure out tricky words. - When something doesn't look right or make sense they can use multiple strategies to help fix it up. - Rereading books many times makes their reading sound better and helps them understand more about the book.



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Areas of Focus: Proficiencies (New Jersey Student Learning Standards)		Examples, Outcomes, Assessments
Students will:		
NJSLS	Description	Bend I: Readers Think about the Story and How the Book Sounds to Figure Out Words Instructional Focus: In Bend I students will be problem solvers, using all that they can to solve words paying particular attention to meaning cues and syntax/structure cues. <u>Session 1</u> Inquiry Lesson: Today we are going to investigate the question, ‘How do readers know when they need to go back and fix things up? What are the signs to be on the lookout for?’ Mid-Workshop – Create a class list of signs that readers found for when they should go back and fix things up (ex: mumbling, saying a word that doesn’t make sense, etc.) (See anchor chart pg. 31) <u>Session 2</u> - Today I want to teach you that readers think about the whole book – the cover, the pictures, and what the book is mostly about – to help them read more challenging books. Readers can think, ‘What would make sense?’ to figure out the tricky words.
Progress Indicators for Reading Literature Text Key Ideas and Details:		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	
Craft and Structure:		
RL.K.4	Ask and answer questions about unknown words in a text.	
Progress Indicators for Reading Informational Text		
Craft and Structure		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	
Progress Indicators for Reading Foundational Skills Print Concepts		
RF.K.1	Demonstrate understanding of the organization and basic features of print.	
Phonological Awareness Phonics and Word Recognition Fluency		
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.	

	<u>Session 3</u> • Today I want to teach you that readers get themselves ready to read by thinking about what they already know about a topic. As they look at a book's cover, they can think or say, "This reminds me of..." or "This is just like..." or "I've seen this before..." Then on each page of the book, readers use what they already know to help them figure out tricky words. • Mid-Workshop – Model for students how they can confirm some of their initial thinking about a topic or book as they move from page to page. <u>Session 4</u> • Today I want to teach you that as readers read; they are always asking themselves 'What makes sense?' They use illustrations, what they already know about the topic, what the book is mostly about, and what they have read so far to answer this question. <u>Session 5</u> • As they are reading, readers are always asking themselves the question, 'What sounds right?' Readers figure out what word would sound right in that book by thinking about the way it sounds when they talk, the patterns in the book, or how to make the sentence sound like a complete book sentence sounds. (see anchor chart pg. 34) • Mid-Workshop – Model for students the idea of "sounds right" using verb tense. For example, in a shared reading book cover up a verb like tell and give the students two options: <i>Could this word be told or tell?</i> <i>Which sound like a book would sound?</i> This allows for students to apply the structure cues in their own books.
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	<u>Session 6</u> • Today I want to teach you that once you know the pattern, you can hang on to it as you continue to read the pages. If you forget the pattern, you can always reread from the beginning to get a running start, and use the pictures to help you figure out how the book goes. <u>Session 7</u> • Today I want to teach you that readers often stop on each page to make sure their reading is making sense. On every page, they ask themselves, 'Did my reading make sense? Sound right? Look right?' If you realize that something isn't right, and the pattern changed, it's important to fix it!
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	Bend II: Readers Are Flexible Problem Solvers Instructional Focus: The second bend teaches additional strategies for figuring out tricky words and gives students the opportunity to be flexible readers who do not rely on only one strategy but many. <u>Session 8</u> • Today I want to teach you that readers are great problem solvers. They are resourceful, and creative, and brave – and they are also incredibly flexible. When resourceful readers encounter a problem to solve, they don't just try one thing, they try another, and another, and another. They are flexible problem solvers. <u>Session 9</u> • Today I want to teach you that readers try out many different strategies to help them figure out a tricky word; then they double-check by asking three questions: 'Does it look right? Does it sound right? Does it make sense?' This will help you get the word right. It's important though, that readers try out lots of strategies and use all they know to help them solve the tricky words. • Mid-Workshop – Model for students how when they make a mistake their brain should make a siren sound, 'Weeeoooo, weeeoooo' and they should immediately stop and fix up their mistake. This cross checking at the point of error is extremely important when reading at higher levels. <u>Session 10</u> • Today I want to teach you that readers often make plans for the strategies they will try. You can warm up for reading time
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	by rereading all the anchor charts in our classroom. Then you can name the strategies you might use if you get stuck on a tricky part in your book. • Mid-Workshop – Coach students to continue using all their strategies and teach them another strategy they can use to look through to the end of the word. Scanning the whole word and thinking what would make sense can help them when they are stuck. <u>Session 11</u> • Sometimes readers just can't figure out a tricky word or a tricky part of the text. Today I want to teach you that when that happens, I give it my very best try, and move on. I like to use a Post-it to mark those really tricky places so that I can share them with my partner, then we can figure it out together. <u>Session 12</u> • Today I want to teach you that reading partners can help each other through the tricky parts, without doing all the work for each other. They can use all the anchor charts, ask each other questions, talk about the tricky parts, and suggest strategies. • Mid-Workshop – Review objective focusing on anchor chart on pg. 39 – “Questions to Help Your Partner Solve a Tricky Part”.
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	Bend III: Readers Make Their Reading Sound Great! Instructional Focus: In the third and final bend, students will learn many ways to reread. They will realize that rereading has many purposes such as; solving tricky words, noticing new things in their books, and smoothing out their reading. <u>Session 13</u> • Today I want to teach you that everyone rereads. Actors and actresses, singers, rock stars, teachers, and you! Expert readers are always rereading, for many reasons and many purposes. <u>Session 14</u> • Today I want to teach you that readers don't just finish a book and move onto another one. You read your books a few times over, trying out different things. You can read through your book the first time trying to get the tricky words right, you can reread a second time trying to make your voice sound smooth, and you can reread a third time looking for places that are fun and interesting that you want to share with your reading partner. (see anchor chart pg. 41) <u>Session 15</u> • Today I want to remind you that careful readers reread with a plan. You are your partner can use special bookmarks as a tool to plan your reading work. You can even invent your own bookmarks to remind you and your partner of all the reasons why you would reread. (see anchor chart pg. 42) • Share – Share students bookmarks created with reading buddies about various ways to reread.
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	<u>Session 16</u> • Today I want to teach you another way that readers make plans for their reading with a partner. They can look at the charts that are hung around the room to remind them of all the choices they have. It is important to remember that partner time is for reading and talking together, asking and answering questions, and seeking help. <u>Session 17</u> • Today I want to teach you that readers read together in many different ways to make their reading sound great. You can read in one voice together, see-saw read, echo read, take turns reading aloud, and even invent new ways to read together. (see anchor chart pg. 43) • Mid-Workshop – Celebrate students' hard work as reading problem solvers by having students read to a visitor or two. Students could also draw pictures of themselves solving difficult words, with a few sentences reflecting on what they now do when reading gets tricky.
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Formative and Summative (*) Assessments:

Ongoing:

- Goal Setting
- Concepts About Print Assessment
- Phonemic Awareness Assessment
- Letter-Sound Identification
- Conferring notes/records of conferences, small groups and observations
 - What super powers is the student using?
 - Is the student monitoring his/her reading?
 - What does the student do at the point of error?
 - How many strategies does the child use before they move on?
 - Is the child able to retell the book when complete?
 - Is the child's reading fluent? Do they reread?
- Sight Word Assessment
- Writing Folders – How do children handle writing tricky words? What sight words are children able to write in a snap?
- Running Records

Other:

- Post-it notes/Readers Notebook
- Stop & Jot: What strategies did I try to figure out this tricky word?
- Stop & Jot: How do you know your word looks right?

Instructional Strategies

Interdisciplinary Connections

Correlates to routine units in math, rules and community units in social studies

- Math – Counting words in sentence pattern
- Math – Set a goal and tally and write how many books read per day/week/unit (addition, one to one correspondence, counting on, etc.)
- Math – Introduce sentence pattern with math pattern using shapes or colors
- Science – books read include a variety of nonfiction topics (farm, community, living things, etc.)
- Social Studies – books read include a variety of Social Studies topics (community, family, cultures, etc.)

Technology Integration • Use digital dictionary to find definition of unknown words. • Use digital photography to create interactive writing book with students' pictures.
Media Literacy Integration • Foundational Reading Skills: Fluency (K-2) video (watch prior to rereading lessons for more information about fluency practice) • http://readingandwritingproject.org/resources/units-of-study-implementation/units-of-study-classroom-videos#
Global Perspectives <i>Possible Read-Alouds:</i> • <u>Pete the Cat: Too Cool for School</u> by Kimberly Dean • <u>Sid and Sam</u> by Nola Buck • <u>Gossie and Gertie</u> by Oliver Dunrea • <u>How to Catch a Star</u> by Oliver Jeffers (theme of perseverance) • <u>Ruby's Wish</u> by Shirin Yim Bridges (theme of perseverance) • <u>Whistle for Willie</u> by Ezra Jack Keats (theme of perseverance)

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Multicultural and Cultural Competency Perspectives Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
Professional Resources: • <i>A Guide to the Reading Workshop</i>, Lucy Calkins • Units of Study for Teaching Reading – Heinemann Website www.heinemann.com • If... Then... Curriculum: Assessment-Based Instruction K-2, Lucy Calkins with Elizabeth Moore • Adapted from Branchburg Township Schools District Curriculum Guides Mentor Texts: <i>Possible Shared Reading and Books to Use as Models for Mini-Lessons:</i> • The Pond by Janice Bolland • Piggy and Dad Play Brand New Readers Series • Lemonade for Sale Brand New Readers Series • Play Ball! Brand New Readers Series • Water Balloons Brand New Readers Series	