

Mendham Township School District  
Reading Curriculum  
Kindergarten

**Kindergarten Unit 1: We Are Readers Exploring the Exciting World of Books**

**Stage 1: Desired Results**

Reading Level Benchmark:  
Emergent Story Books & Shared Reading Texts

Unit Goals:

- Expose students to a variety of books
- Introduce elements of an emergent story book
- Reinforce early reading behaviors
- Begin initial explicit reading instruction through shared reading

Essential Questions:

- How can the early reading behaviors be introduced and reinforced?

Skills/Knowledge

Students will be able to...

- Follow a read aloud or shared story
- Understand the parts of a book
- Conduct a picture walk of a book
- Participate in shared reading experiences

Common Core Standards for ELA

RL.K. 1-7, 9,10

FS.K. 1-4

**Stage 2-Assessment Evidence**

Observations  
Accountable Talk  
Running Records  
Reading Conferences  
Developmental Reading Assessment (DRA)  
Reading Logs  
Reading Responses

**Stage 3- Learning Plan**

Teaching Points:

- Establish whole class reading expectations and routines
- Readers explore a variety of books through picture walks

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and

kinesthetic to address the unique learning styles of all students.

- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade K, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

## Kindergarten Unit 2: Readers Read, Think & Talk about Emergent Story Books

Stage 1: Desired Results

Reading Level Benchmark:

Emergent Story Books & Shared Reading Texts

Unit Goals:

- Students will read and reread books they already know to gain a deeper understanding and comprehend what was read
- Students will become familiar with concept of print
- Students will become familiar with partnership work - how to read together and how to work out problems in partnerships without depending on the teacher
- Students will make connections across emergent story books

Essential Questions:

- How do readers read emergent story books the best they can?
- How can we encourage students to notice the print on the page as they read?
- Why is it important to make connections when we read?
- How can we learn more about our books by discussing them with partners?

Skills/Knowledge

Students will be able to...

- Gain a sense of how stories tend to unfold
- Take well known books and reread them even better
- Retell their favorite emergent story books
- Share ideas with a partner
- Make connections within and across texts

Common Core Standards for ELA

RL.K. 1-7, 9,10

FS.K. 1-4

Stage 2-Assessment Evidence

Observations  
Accountable Talk  
Running Records  
Reading Conferences  
Developmental Reading Assessment (DRA)  
Reading Logs  
Reading Responses

### Stage 3- Learning Plan

#### Teaching Points:

- Readers point under words rather than on top of them so they can look at the word as they say it
- Readers notice high frequency words in their books
- Readers use the pictures to name things they see and then to predict what will happen next
- Readers reread to figure out where they are in a story
- Readers use our voices to sound like characters
- Readers connect one page to the next in order to read emergent story books like one whole story.
- Readers practice retelling their favorite emergent storybooks by using the pictures to guide them
- Readers discuss emergent story books with their partner
- Readers put blank post-its on the pages that they want to talk about with partners
- Readers make connections within and across their books
- Readers find parts of their books that are similar and different
- Readers talk about how characters can be alike and different
- Partners ask each other – “What makes you think that” in order to grow their thinking
- Readers can dramatize stories that we read using facial expressions, gestures and different character voices

#### Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

#### Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade K, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

## Kindergarten Unit 3: Readers Use All of Our Powers to Actually Read

### Stage 1: Desired Results

Reading Level Benchmark: A, B

#### Unit Goals:

- Students will read and reread books they already know to gain a deeper understanding and comprehend what was read

- Students will apply phonics and word study principles to decode words in a book
- Students will identify high frequency (snap) words in emergent story books and during shared reading experiences

Essential Questions:

- What strategies will help readers decode and read the words in an emergent story book?
- How can we encourage students to identify and read high frequency words?

Skills/Knowledge

Students will be able to...

- Apply phonetic patterns when decoding words
- Identify and read high frequency words in books

Common Core Standards for ELA

RL.K. 1-7, 9,10

FS.K. 1-4

Stage 2-Assessment Evidence

Observations  
 Accountable Talk  
 Running Records  
 Reading Conferences  
 Developmental Reading Assessment (DRA)  
 Reading Logs  
 Reading Responses

Stage 3- Learning Plan

Teaching Points:

- Readers think about what would make sense given the context of the print (e.g., a label next to a picture in a book, a sign on a bathroom door, etc.).
- Readers notice the initial letters/sounds as they read labels, signs, etc.
- Readers can make connections between the initial letters/sounds of a word to the alphabet chart/name chart of kids in the classroom (e.g., “the dddd door. That’s like ddddog and like Ddddavid”)
- Readers identify snap words when reading

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade K, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

## Kindergarten Unit 4: We Can Be Reading Teachers: *Teach Yourself and Your Partners to Use All You Know to Read*

### Stage 1: Desired Results

Reading Level Benchmark: A, B

#### Unit Goals:

- Students will apply decoding strategies when reading
- Students will self-check when reading
- Students will help reading partners check their reading
- Students will recall the main parts of the story after reading

#### Essential Questions:

- How do apply decoding strategies to read books?
- How can self-checking strategies improve student reading?
- How can partner work help improve reading?
- How can recalling the main parts of a story improve reading?

#### Skills/Knowledge

Students will be able to...

- Decode tricky words when reading
- Apply self-check strategies to improve reading
- Help partners check reading
- Recall main parts of a story

#### Common Core Standards for ELA

RL.K. 1-7, 9,10

FS.K. 1-4

### Stage 2-Assessment Evidence

Observations

Accountable Talk

Running Records

Reading Conferences

Developmental Reading Assessment (DRA)

Reading Logs

Reading Responses

### Stage 3- Learning Plan

#### Teaching Points:

- **Readers have strategies for getting their mind ready to read just-right books**
- Readers activate their prior knowledge and schema by asking themselves, “What do I already know about this?”
- Readers study a book’s cover and title and wonder, “What could this book be about?”
- Readers learn how to take a book walk and consider how the pages seem to go along or not go along with their idea of what the book might be about
- **Readers have strategies for figuring out what the words say**

- Readers use one-to-one matching to figure out what the words say
- Readers use sight words to help move through a text
- Readers use the pictures to support meaning
- Readers use the beginning letters, and then the ending letters (once they're proficiently checking beginnings) in conjunction with meaning and syntax to figure out words
- Readers learn to ask themselves always, "What would make sense here?" or "Does this make sense?"

**•Readers have strategies for thinking about the story as you read**

- Readers hold an idea in mind as they read each page
- Readers think about what's going on in the story using the pictures and by paying attention to the characters
- Readers read the words while always making sure that what they read makes sense
- Readers reread to become fluent (read 'smoothly')
- Readers reread to understand the book better

**•Readers have strategies for reading and talking with partners about texts**

(You may need to remind students of all the different ways partners can work together and all of the different things partners can talk about- refer back to October: "How might readers make plans for reading Star Books/Old Favorites storybooks with a partner and what might partners talk about together?" for mini lessons.)

**Differentiation:**

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

**Resources:**

Various mentor texts, and level appropriate trade books

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**Kindergarten Unit 5: Learning About Ourselves and Our World: *Reading For Information***

**Stage 1: Desired Results**

Reading Level Benchmark: B, C

**Unit Goals:**

- Readers have strategies to read nonfiction texts with understanding
- Readers read nonfiction to learn about topics of interest
- Readers talk-to-teach with a partner

**Essential Questions:**

- How will readers have the strategies to read nonfiction texts with understanding?

- How will readers read nonfiction to learn about topics of interest?
- How will readers talk-to-teach with a partner?

#### Skills/Knowledge

Students will be able to...

- Apply strategies to read nonfiction texts with understanding
- Read nonfiction to learn about topics of interest
- Talk-to-teach with a partner

#### Common Core Standards for ELA

RL.K. 1-7, 9,10

RI.K. 1-10

FS.K. 1-4

#### Stage 2-Assessment Evidence

Observations

Accountable Talk

Running Records

Reading Conferences

Developmental Reading Assessment (DRA)

Reading Logs

Reading Responses

#### Stage 3- Learning Plan

Teaching Points:

##### **Readers have strategies to read nonfiction texts with understanding**

- Readers learn about different types of nonfiction text, like books about lots of topics and books about one particular topic
- Readers notice and name differences between nonfiction and fiction texts
- Readers use prior knowledge to get ready to read nonfiction books by saying, “Hmm, this book is about.... What do I already know about...? Let’s see....”
- Readers “read” the photographs and illustrations by looking closely and thinking, “This picture teaches me that...” or “This makes me think/wonder...”
- Readers use the pattern and the picture and the first letter to help read tricky words
- Readers act out what is happening on the page to help understand the page better, and then use this increased understanding to help read tricky words

##### **Readers read nonfiction to learn about topics of interest**

- Readers choose a topic they’re interested in reading and learning about with a partner (Baskets are put together on nonfiction topics for the students to choose from.)
- Readers compare information across texts by noticing when two texts tell the same thing and when they offer different information

##### **Readers talk-to-teach with a partner**

- Readers teach their partner about their topic by taking the roles of “teacher” and “student”
- Readers orally rehearse what they learned by using their hand as a portable graphic organizer holding up a new finger for every new thing they want to teach their partner
- Readers who are the “students” listen for confusing things and learn to say, “That second finger was when you said...it doesn’t make sense to me.”

•Readers go back to the books to help them understand a confusing part better

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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## Kindergarten Unit 6: Readers Study Patterns in Big Books and Little Books to Help Use Read and Talk about Books

### Stage 1: Desired Results

Reading Level Benchmark: C

Unit Goals:

- Readers recognize patterns in books
- Readers use the pattern to help figure out what the book is about (comprehension)
- Readers use the pattern to help figure out tricky works (print work)
- Readers use the pattern to help them read with a smooth voice (fluency)
- Readers talk about patterns in books with partners
- Readers reread books for many purposes

Essential Questions:

- How do readers recognize patterns in books?
- How do readers use the pattern to help figure out what the book is about (comprehension)?
- How do readers use the pattern to help figure out tricky works (print work)?
- How do readers use the pattern to help them read with a smooth voice (fluency)?
- How do readers talk about patterns in books with partners?
- How do readers reread books for many purposes?

Skills/Knowledge

Students will be able to...

- Recognize patterns in books
- Use the pattern to help figure out what the book is about (comprehension)
- Use the pattern to help figure out tricky works (print work)
- Use the pattern to help them read with a smooth voice (fluency)
- Talk about patterns in books with partners

- Reread books for many purposes

Common Core Standards for ELA

RL.K. 1-7, 9,10

FS.K. 1-4

### Stage 2-Assessment Evidence

Observations  
Accountable Talk  
Running Records  
Reading Conferences  
Developmental Reading Assessment (DRA)  
Reading Logs  
Reading Responses

### Stage 3- Learning Plan

Teaching Points:

#### **Readers recognize patterns in books**

- Readers figure out the patterns in their books
- Readers find out that sometimes one word might change
- Readers see how the repeating parts in patterns usually have lots of words they already know (sight words)
- Readers find out that pattern books often have a surprise or change at the end
- Readers are very careful to figure out what the words say when the pattern changes
- Readers, if they forget the pattern, can go back and reread the previous pages to remind themselves of what the words say

#### **•Readers use the pattern to help figure out what the book is about (comprehension)**

- Readers use the title when they finish a book to help them figure out what the book is about
- Readers think about the title, the pages of the book, and how they go together to tell what the book is about
- Readers notice that the way the pattern breaks can often help a reader say what the book is about

#### **•Readers use the pattern to help figure out tricky words (print work)**

- Readers study the picture to help figure out the word or words that change by thinking, “What’s going on here?” or “What is on this page that might help me figure out this word?”
- Readers use the first letters of the words, along with the illustration and meaning, to figure out tricky words
- Readers think about everything that happened on the previous pages, and think about what’s going on in the last illustration, to figure out the tricky words at the end of a pattern book

#### **•Readers use the pattern to help them read with a smooth voice (fluency)**

- Readers reread a text several times in order to get their voices to sound smooth
- Readers make their voices smooth by phrasing appropriately and putting the words together
- Readers notice the rhymes that sometimes occur in pattern books and make sure their reading in those books follows the cadences of the rhymes

#### **•Readers talk about patterns in books with partners**

- Readers talk to their partners about how the patterns go
- Readers talk to their partners about what the surprise is in their pattern books
- Readers teach their partners how to read their own books
- Readers help each other with tricky parts by using what they know about word-solving and pattern books

- Readers tell each other what their books are about
- Readers share the connections they make among pattern books
- Readers categorize and sort books that are alike in various ways, from topic, to type of pattern, with their partners

**Readers reread books for many purposes**

- Readers learn that the first couple of times a reader rereads a book, they do the important work of figuring out the words and how the book goes
- Readers reread the book again to get their reading voice to sound smooth, like their talking voice
- Readers learn that rereading their books help them to better understand their books; when they reread they might notice something they didn't see or think about before

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade K, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

**Kindergarten Unit 7: Readers are Brave and Resourceful when we Encounter Hard Words and Tricky Parts in Our Books**

Stage 1: Desired Results

Reading Level Benchmark: C, D

Unit Goals:

- Readers use what they have learned from reading Star Books/Old Favorites (also referred to as “emergent storybooks”) and concept books to improve reading
- Readers apply strategies to figure out hard parts
- Readers use the sources of information (meaning, syntax, graphophonics) to read with accuracy
- Readers read with expression and fluency
- Readers help partners fix their errors

Essential Questions:

- How do readers read emergent story books the best they can?
- How can we encourage students apply the strategies they have learned when figuring out hard parts?

Skills/Knowledge

Students will be able to...

- Readers use what they have learned from reading Star Books/Old Favorites (also referred to as “emergent storybooks”) and concept books to help them read these shared reading texts

- Readers use the sources of information (meaning, syntax, graphophonics) to read with accuracy
- Readers read with expression and fluency

Common Core Standards for ELA

RL.K. 1-7, 9,10

FS.K. 1-4

### Stage 2-Assessment Evidence

Observations  
 Accountable Talk  
 Running Records  
 Reading Conferences  
 Developmental Reading Assessment (DRA)  
 Reading Logs  
 Reading Responses

### Stage 3- Learning Plan

Teaching Points:

- Readers use strategies to figure out hard parts
- Readers use resources such as context and pictures to figure out hard parts
- Readers read with purpose
- Readers retell stories to check for meaning
- Readers reread stories to improve fluency
- Readers help partners get unstuck and fix errors

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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## Kindergarten Unit 8: Readers Get to Know Characters by Pretending and by Performing Our Books

Stage 1: Desired Results

Reading Level Benchmark: D, E

Unit Goals:

- Students will get to know a character
- Students will think and talk about a character

- Students will get to know a character across books
- Students will perform a story by acting out characters

Essential Questions:

- How do you get to know a character?
- How do you think and talk about a character
- How do you get to know a character across books?

Skills/Knowledge

Students will be able to...

- Get to know a character
- Think and talking about a character
- Get to know a character across books

Common Core Standards for ELA

RL.K. 1-7, 9,10

FS.K. 1-4

Stage 2-Assessment Evidence

Observations  
 Accountable Talk  
 Running Records  
 Reading Conferences  
 Developmental Reading Assessment (DRA)  
 Reading Logs  
 Reading Responses  
 Spelling Inventory

Stage 3- Learning Plan

Teaching Points:

**Getting to know a character**

- Readers learn to name and describe their characters
- Readers say something they are thinking about a character
- Readers think about where the main character lives
- Readers think about who is in the main character’s family
- Readers think about who the main character’s friends are
- Readers make personal connections with the characters

**Thinking and talking about a character**

- Readers create mental images during and after reading\*
- Readers use drama and acting out stories to think about how their characters sound and the kinds of expressions and gestures they would use, and then can “become” the characters
- Readers invent their own scenes
- Readers sort books into bins with characters that have something in common

**Getting to know a character across books**

- Readers find similarities in characters from book to book
- Readers think about how characters change within and across books
- Readers notice how characters’ friends/relationships change or stay the same across books

•Readers notice how the characters' families change from book to book

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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