

Mendham Township

Kindergarten Reading Curriculum

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Philosophy

The Mendham Township Elementary School is committed to delivering comprehensive reading instruction based on the New Jersey Learning Standards and best practices found in research. The K - 4 curriculum is based around the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension and elements of each component are found at each grade level. Reading is the ability to create meaning from print or text. Through word recognition (phonemic awareness and phonics) and an understanding of the print/text (vocabulary and comprehension) reading becomes automatic (fluency). Reading instruction includes a variety of whole group, small group, and individualized instruction. At each grade level there is a whole group objective/skill that is modeled and practiced using a core text. Students then apply the objective/skill using texts at their own individual reading level. Through all genres of reading, critical thinking skills are empowering the students to become thoughtful, articulate and active members of our society.

Goals

This curriculum is designed to advance students through grade-specific standards, develop a deeper understanding of skills, and work toward meeting the expectations of reading to prepare students for college and careers in order for them to succeed in the future. The goals of this curriculum will develop in our students the ability to:

1. read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. assess how point of view or purpose shapes the content and style of a text.

7. integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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.

10. read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Mendham Township School District
Reading Curriculum
Grade Kindergarten

Kindergarten Unit 1: We Are Readers

September - November

Overview : This unit is designed as an introduction to reading workshop. Students will learn routines and procedures to the Reading Workshop. Children will learn concepts of print as well as receive an introduction to good reading habits.

Stage 1: Desired Results

Level Benchmark:

Emergent Story Books , Nonfiction Texts & Shared Reading Texts

Unit Goals:

Readers will understand ...

- Reading Workshop is a safe and fun place to explore books and read.
- Books are filled with information and stories that we can read in different ways.
- Books are meant to be shared in various ways to help us enjoy and understand our books better

Essential Questions:

- What does reading workshop look and feel like?
- How do we begin to read and enjoy books?
- How do readers share what they've read?

Skills/Knowledge:

Students will be able to...

- Recognize environmental print as a form of reading.
- Develop an interest in reading through the use of books and environmental print.
- Model a picture walk.
- Analyze illustrations to help figure out the important events on each page.
- Model reading a story independently/orally.
- Interpret the order of events by adding transitional words (i.e. first, next, then, and then, finally.)
- Demonstrate looking for beginning letters and sounds on a page. Model identifying words that relate to the pictures in text.
- Discover that specific letters and corresponding sounds match the pictures.
- Match their reading to the corresponding pages in their favorite story books.
- Reread to check for meaning and understanding.
- Reread to act out the story.
- Discover that concept books are all about a specific topic. Organize their concept books by topic.
- Apply strategies used in reading familiar books to unfamiliar story books.

NJSLS:
W.K.2,W.K.3,W.K.8
RF.K.1-4,
RI.K.1-5, 7, 10
RL.K.1-5, 7,9,10
SL.K.1-4,6
L.K.1-6

Stage 2 - Assessment Evidence

- o Formative - Observations, Accountable Talk, Reading Conferences, Book Club
- o Summative Assessment - Reading Responses, Logs, Projects
- o Benchmark Assessment - DRA, Running Records, DIBELS

Stage 3 - Learning Plan

Bend 1 Launching with Learn-About-the World Books

Teaching Points:

Session 1: Readers read the world.

- **A readers is someone who walks through the world on the lookout for things to read**

How to read the World...

1. Look at the world.
2. Think,"What might this say?"
3. Read the world.

Anchor Chart: We Are Readers (pg.3)

1. We can look
2. We can think
3. We can read

Session 2: Readers Read Books to Learn About the World

- **Readers don't just read stories;they also read books to learn about the world.**

How to Read Books to Learn About the World

1. Study the cover.
2. Look at the pictures.
3. Think, "What will I learn about?"
4. Read.

Anchor Chart: We are Readers (pg. 9)

Add; we can learn

Session 3: Readers Read by Themselves and With Others

- **Readers use routines of private and partner reading**

How to Read to a Partner

1. Sit elbow-to-elbow, knee-to knee.
2. Put the book between you and your partner.
3. Take turns see-saw reading.

Anchor Chart: Readers Read With a Partner (pg. 14)

1. Sit side-by-side.
2. Put one book in the middle.
3. See-saw read.

Session 4 : Readers read a book from cover to cover

- **Readers read a book from the cover to the pages to the end, or from cover to the back cover.**

How to read from cover to cover

1. Look at the cover.
2. Think about what the title might be.
3. Look at each page.
4. Think about what is happening from the beginning to the end.

Session 5: Readers Reread

- **Readers reread and monitor themselves. “When you are done, you’ve just begun”**

How Readers reread

1. Read the book 1 time.
2. Read the book again from the beginning.
3. Study each page as you read.
4. Think about what you have read.

Anchor Chart : Readers Read With a Partner (pg 26)

Add: reread to learn more

Session 6: Readers Reread a Book by Putting All the Pages Together

- **Readers reread to also help do the work of putting all the pages together in your book.**

How to put all the pages of a book together

1. Read the first page of the book.
2. Use a connect-the-page word (and then, first, next, after that, and last).
3. Read the next page.
4. Repeat.

Review Anchor Chart: Readers Read with a Partner

Session 7: Readers Reread to Rethink

- **When you reread a book, you are also learning more because you are rethinking**

How to Rethink About Your Reading

1. Read a book from cover to cover.
2. Think about what is happening.
3. Reread the book using connect-the-page words.

4. Add a pinch of you (I think...)

Anchor Chart: Readers Reread With a Partner (pg 39)

Add: add a pinch of you

Session 8: Rereading Helps Readers Learn from Words in Books, Too

- **Reading both the pictures and the words on each page will help them learn more in each book.**

Helping Kids With Beginning Word Reading

1. Study the picture and say what it teaches. Be sure to add a pinch of you.
2. Listen for repeating words as you read a page.
3. Say one of those words again and again.
4. Listen for the first sound and try to remember the letter that makes that sound. (an alphabet chart can help)
5. Search the words for a word that starts with the letter.
6. Try to find that word many times on the page.

Anchor Chart: Readers Learn from books, too (pg. 43)

- We learn from pictures
- We learn from words

Session 9 : Readers Sound Like Teachers When They Read Learn-about-the-World Books

- **Readers use teacher- like voices to read their books**

How To Read Sounding Like a Teacher

1. Read the pictures, Ask, “What am I learning?”
2. Read the words and ask, “What am I learning?”
3. Reread and make your voice sound like a teacher!

Anchor Chart: Readers LEARN from Books, Too! (pg.49)

Add: we sound like a teacher

Bend II Reading Old Favorite Storybooks

Session 10: Readers Can Read Stories They Have Heard a Zillion Times

- **Readers turn stories that they have been read to a zillion times into stories they can read on their own.**

How to Read Our Favorite Storybooks:

1. Look at the pictures
2. Remember
3. Read

Anchor Chart: We Are Storybook Readers (pg. 53)

Add: we look at the pictures, remember, read!

Session 11: Readers Work Hard to Make the Words They Read Match the Page They Are Reading

- **Readers see the importance of reading the right part of their old favorite storybooks on the right page**

How to make the Words You read Match the Page

1. Read each word on the page.
2. Ask yourself, “Does it match?”
3. If it is not a match, go back to where it made sense and reread to make it match.
4. Continue reading your book.

Anchor Chart; We Are Storybook Readers (pg. 61)

Add: We make the words and pictures match

Session 12 : Readers Know How to Get Their Own Old Fashioned Storybooks

- **Readers have the power to turn any story book they love into an old favorite storybook.**

How to Make an Old Favorite

1. Find a storybook adna person you love.
2. Ask, “Will you read this to me, please?”
3. Say, “Read it again,” every time it is over.
4. Listen really closely.
5. You read it!

Session 13: Readers Use Exact Character Words

- **Readers make their old favorite storybook readings better by using exact character words**

How to Make the Characters Come to Life

1. Read
2. Reread to see if the words I’m saying match to the words on the page.
3. Change the words to match the print.
4. Give the character different voices to practice reading the words!

Anchor Chart: We are Storybook Readers (pg. 72)

Add: we talk like the characters

Session 14: Readers Reread Old Favorites, Remembering to Say More and More of the Story

- **Readers will use the words on the page to push themselves to say more when reading their old favorite storybooks.**

How to Say More and More of the Story

1. Study the pictures and characters.
2. Remember the story to help when reading.
3. Look at the words on the page.
4. Think about how many words are on the page.
5. Make your reading match, if there are a lot of words say more.

Review Anchor Chart: We Are Storybook Readers!

Session 15: Readers Use Special Connecting Words to Put Storybook Pages Together

- **Readers will use words to connect one page to the next to make their old favorite storybooks sound better.**

How to Make the Pages Go Together

1. Read one page.
2. Use connecting words (and, like, then, after that...)
3. Read the next page.

Anchor Chart: We Are Storybook Readers! (pg.85)

Add: we use words to join the pages together

Session 16: Readers Use More and More Words that Are Exactly the Same in Their Old Favorites

- **Readers will learn the more times you read a book, the more you will sound exactly like the book**

Readers use more and more words that are exactly the same in their old favorites

1. Read
2. Think about the parts of the book that repeat.
3. Try to read those parts using the exact words from the book.

Anchor Chart: We Are Storybook Readers! (pg.92)

Add: we read more and more exact words

Session 17: Readers Can Point to and Read Some Words in Their Old Favorites

- **Readers will use their know-it-by-heart power to help them point to and read some of the words in their books.**

How to Read Really Well

1. Remember some of the exact words.
2. Find those words.
3. Point to those words.
4. Read some of those words.

Anchor Chart: We Are Storybook Readers! (pg. 99)

Add: we find, point to, and read some of the words

Session 18: Readers Work With Their Partners, Using All They Know, to Read Old Favorites

- **Readers will use the anchor charts for the unit as a checklist to help make their partner reading of their old favorite storybooks even better**

Powerful Partners Work as a Team!

1. Reread the chart. We are Storybook Readers!
2. Decide how to read (see-saw).
3. Stop and check your reading.

Anchor Chart: Readers Read With a Partner (pg. 105)

Add : Read the pictures and words

Session 19: A Celebration of Old Favorite Storybook Reading (and Learn-about-the-World Reading, Too)

- **Readers celebrate the work they have done to become readers.**

How to Celebrate

1. Practice the book you chose multiple times.
2. Think about the chart that matches your book.
3. Point to the chart you'll use.
4. Use our charts to do your very best reading.

Integrated accommodations and modifications for students with IEP's 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, 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.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials:

- [Units of Study Online Resources](#)
- Units of Study by Lucy Calkins Reading
- [ELA PD Sharing Website](#)
 - o Holds resources, videos, and assessments from PD workshops
- Reading Strategies Book by Jennifer Serravallo

Mentor Text/ Read Aloud

The Carrot Seed by: Ruth Krauss

The Three Billy Goats Gruff by: Paul Galdone

Caps For Sale by: Esphyr Slobodkina

Harry The Dirty Dog by: Gene Zion

The Beetle Alphabet Book by Jerry Pallotta & David Biedrzycki

Mentor Text/ Shared Reading

Mrs. Wishy -Washing by: Joy Cowley

“Jack and Jill”

Willaby Wallaby Woo by Raffi

“ The Wheels on the Bus”

“If You’re Happy and You Know it”

Interdisciplinary Connections:

Social Studies: 6.1.P.D.1 Describe characteristics of oneself, one’s family, and others.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Kindergarten Unit 2 Super Powers

December/January

Overview : This unit reinforces the reading practice that should now be “habits” within your Kindergarten class; sitting quietly with books, choosing lots of books at a time, and discussing books with partners.

Stage 1: Desired Results

Level Benchmark:

Emergent Story Books , Shared Reading Texts & unfamiliar level A and B books

Unit Goals:

Readers will understand...

- They have superpowers to look and point, and then read everything.
- Readers take on even the hardest words.
- How to bring a book to life.

Essential Questions:

- How can I use my superpowers to look and point, and then read everything?
- How can I take on even the hardest words?
- How can I bring books to life?

Skills/Knowledge:

- Identify that all books have common print based elements ie. direction of print , page sequencing
- Identify letters and words in relationship to pictures.
- Formulate one to one correspondence within text.
- Categorize illustrations and text and building meaning.
- Engage in approximate reading, tracking under the words, left to right.
- Recognize and produce rhyming words.
- Demonstrate ability to segment words into syllables.
- Manipulate phonemes with additions or subtractions in one syllable words.
- Pronounce initial, medial and final phonemes in spoken CVC words.
- Demonstrate letter/sound correspondence for letters.
- Model reading emergent storybook that have been read to them on a regular basis, independently and collaboratively.
- Describe the relationship between the illustrations and the story in which they appear.
- Compare familiar and unfamiliar books independently.
- Share with partners what they are noticing in the text.
- Follow a storyline using the illustrations as a guide.
- Develop listening comprehension skills during teacher read aloud.
- Read, think, and talk about familiar text independently and collaboratively.
- Retell stories, including, beginning, middle and end.
- Discuss similarities and differences between familiar texts.
- Match their tone of voice to the feelings portrayed in the book.
- Express thoughts, feelings, and ideas about familiar and unfamiliar texts.

NJSLS:

W.K.2&3

RF.K.1-4

RI.K.4,7,10

RL.K.1-3,7,10
SL.K.1,2,4,6
L.K.1,2,4,6

Stage 2 - Assessment Evidence

- o Formative - Observations, Accountable Talk, Reading Conferences, Book Club
- o Summative Assessment - Reading Responses, Logs, Projects
- o Benchmark Assessment - DRA, Running Records, DIBELS

Stage 3 - Learning Plan

Bend I: Using Super Powers to Look and Point, and Then Read Everything

Teaching Points:

Session 1 : Readers Have Super Powers to Look, Point, and Read Everything They Can!

- **Readers can use “super powers” to help them read, starting with the power of pointing under each word to read what it actually says.**
 1. Point to each word, one at a time.
 2. Read the word.

Anchor Chart: We are Super Readers (pg 5)

Add: we have pointer power

Anchor Chart: Readers read With a Partner (pg. 7)

Add: give reminders to use POWERS

Session 2: Super Readers Use Pointer Power to Check Their Reading, Making Sure What they Say Matches What They See

- **The number of words the reader reads should match the number of times the reader points**
 1. Point to each word, one at a time.
 2. Read the word.

Anchor Chart: Readers Read With a Partner (pg. 14)

Add: ECHO, Echo, echo read

Pointer Power and Reread Power

Session 3: Readers Don't Let Longer Words Slow Them Down: Every Word Gets One Tap

- **Readers will learn that both short and long words get one tap.**

Every word gets one tap

1. Point to each word (short or long)
2. Tap only once.
3. If your words don't match, try again.

Session 4: Readers Use Snap Words to Anchor Their Pointer Power

- **Readers will use snap words, words they know in a snap, to help them fix their pointer power.**

Using Snap Words to anchor your pointer power

1. Point to each word.
2. Tap only once and read.
3. Use snap words to help you keep track of your reading
4. If your words don't match, try again!

Anchor Charts: Readers read With A Partner (pg. 27)

Add : hunt for snap words

Session 5: Partner Power Gives Readers Even Stronger Pointer Power

- **One partner reads while the other partner points, and both check that one word gets one tap.**

Doubling Your Pointing Power!!

1. One partner reads.
2. The other partner points to each word.
3. Both partners check the one word gets one point.
4. If it doesn't match, reread!

Anchor Chart: We Are Super Readers! (pg. 33)

Add; we have partner power

Bend II Taking on Even the Hardest Words

Session 6: Super Readers Put Powers Together

- **Readers use pictures to help them predict and read unfamiliar words.**

Super Readers Put Powers Together

1. Point to the word.
2. Check the pictures (picture power)!
3. Reread to see if it makes sense.

Anchor Chart: We Are Super Readers! (pg. 39)

Add: we have picture power

Session 7: Super Readers Learn Words and Practice Reading Them in a "Snap!"

- **Readers will look, read, spell, write and read to make any words a snap word.**

Turn More Words into Snap Words:

1. Look at the word.
2. Read the word.
3. Spell the word.
4. Write the word.
5. Look at the word.
6. Read the word.

Anchor chart : We Are Super Readers! (pg. 46)

Add: we have sanp word power

Session 8 : Super Readers Make the First Sound in the Word to help them Read the word

- **Readers will look at the first letter and say the first sound to help them predict and read an unfamiliar word.**

How to Use Sound power:

1. Point to the word.
2. Look at the picture.
3. Look at the beginning sound.
4. Use your sound power , to read the word.

Anchor Chart: We Are Super Readers! (pg.51)

Add: we have sound power

Session 9 : Super Readers Don't Give Up! powers you to need to

- **Readers will try one thing and then another when they are stuck**

Super Readers Don't Give Up!

1. Point to each word.
2. Reread to see if it makes sense.
3. Read with a partner.
4. Look at the pictures.
5. Read snap words.
6. Look at the beginning sound.

Review Anchor Chart: We Are Super Readers

Session 10: Celebration: Readers Show Off Their Powers

- **Readers monitor which reading powers they use the most and set goals to use others more.**

Persistent Power

1. Use lots of powers when reading.
2. Check to make sure you are using your reading super powers.
3. Think about which powers you use all the time.
4. Think about which powers you need to power up.
5. Set reading goals.

Anchor Chart: We Are Super Readers! (pg. 62)

Add: we have persistence power

Bend III: Bringing Books to Life

Session 11: Readers Use Their Voices to Bring Books to Life

- **Readers use all their super powers to bring books to life**

Using Your Voice to Bring Books to Life

1. Point to each word.
2. Use your reading powers to tackle tricky words.
3. Go back and smooth out your reading.

Review Anchor Chart: We Are Super Readers!

Session 12: Readers Use the Pattern to Sing Out Their Books

- **Readers sing out pattern words to help them read smoothly.**

Using The Pattern to Sing Out Books

1. Look for the pattern.
2. Read the pattern with a beat.
3. Sing the words on the page.

Session 13: Readers Use Punctuation to Figure Out How to Read

- **Readers bring a book to life for listeners by using punctuation, a secret code, whispering tips about how to read.**
1. Read a period by taking a deep breath.
 2. Read a question mark by raising our voice.
 3. Read an exclamation point by getting excited!

Session 14: Readers Change Their Voices to Show They Understand the Book

- **Readers use their voices in different ways as they read to show they understand the book. They match their tone to the feelings in the book.**

Readers Change Their Voices to Show They Understand the Book

1. Look at the pictures.
2. Think about what is happening.
3. Read, be sure your voice matches the feelings of the characters.

Session 15: Super Readers Talk about Books, Too

- **Readers not only read books, they talk about them , too, to bring them to life.**

Book Talk Power:

1. Introduce the book to your partner. (This book is called It's about...)
2. Read the book together.

Anchor Chart: We Are Super Readers! (pg. 86)

Add: we have book talk power

Session 16: Readers Retell Books after They Read Them

- **Readers retell books to help them remember all the parts.**

Book Talk Power:

1. Read a book.
2. Think about what was important, surprising or funny.
3. Retell with a partner, using your fingers as a guide.

Session 17 : Celebration: The Gift of Reading

- **Readers share their gift of reading by reading to others**

The Gift of Reading

1. Pick an audience.
2. Pick a book.
3. Practice reading the book in your best reading voice.

Review Anchor Chart: Readers Read With a Partner

The Gift of Reading

1. Think about people you love.
2. Think about which stories they would love to hear.
3. Decide who you'll read to.
4. Decide what you'll read.

5. Decide how you'll read it.
6. Act it out!

Integrated accommodations and modifications for students with IEP's 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, 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.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials:

- [Units of Study Online Resources](#)
- Units of Study by Lucy Calkins Reading
- [ELA PD Sharing Website](#)
 - Holds resources, videos, and assessments from PD workshops
- Reading Strategies Book by Jennifer Serravallo

Mentor Texts/Read Alouds

So Much by: Trish Cooke

It's Okay to Be Different by; Todd Parr

The Family Book by; Todd Parr

Wemberly Worried by; Kevin Henkes

Yoko by Rosemary Wells

The Kissing Hand by Audrey Penn

Mentor Texts/ Shared Reading

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.

The Alphabet Chart

Interdisciplinary Connections

Reading is a foundational skill with cross curricular ties across all content areas.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Kindergarten Unit 3 - Bigger Books, Bigger Reading Muscles

February/March

Overview: In this unit students will be working with new found independence. This month, most, if not all, of your students will be moving from rereading class shared reading and interactive writing texts, to reading fresh new books on their own.

Stage 1: Desired Results

Benchmark:

Level Readers “just right” books - level B

Unit Goals:

Readers will understand...

- They can use all the strategies, or superpowers, they have learned so far all the time, even without you there to remind them.
- They can help others use their superpowers to read successfully through reading together, acting parts out, and playing reading games.
- Partners can read and retell their books, helping each other to read with expression and to retell in ways that show their understanding and attention to detail.

Essential Questions:

- How can I use strategies to read lots of books by myself and with my partner?
- How can my partner and I help each other use everything we know about about reading the pictures and the words?
- How can my partner and I use our talk to help us think about our books, and to ask and answer questions about them?

Skills/Knowledge:

Students will be able to...

- Select a book of interest from their assigned Just Right book bin.
- Identify patterns in text.
- Demonstrate one to one correspondence by pointing under each word as they are reading.
- Recognize and identify patterns in books to begin to read with fluency and aid in predicting what will happen next.
- Scan the entire picture to tell what’s happening in the story and help decode unfamiliar words.
- Utilize the Word Wall to identify trick words.
- Apply knowledge of phonics to identify beginning, middle and ending sounds in words.
- Dissect chunks of unknown words to solve and build meaning.
- Determine an unknown word by looking at the beginning sound and seeing if it makes sense in the context of the story.

NJSLS:

W.K.2 & 3

RF.K.1-4

RI.K.1-7,9,10

RL.K.1-7,10

SL.K.1,2,4,6

L.K.1,2,4,6

Stage 2 - Assessment Evidence

- o Formative - Observations, Accountable Talk, Reading Conferences, Book Club
- o Summative Assessment - Reading Responses, Logs, Projects
- o Benchmark Assessment - DRA, Running Records, DIBELS

Stage 3 - Learning Plan:

Bend 1 - Tackling More Challenging Books

Teaching Points:

Session 1: Tackling More Challenging Books

- **Readers will draw on all they know (and more) to tackle the reading challenges ahead.**

Tackling More Challenging Books

1. Stack your books to read on the side of the mat with a green dot.
2. Sort your books from easiest to hardest.
3. Put the easiest on the top of the pile.
4. Read the first easy book.
5. When you're done, put it on the side of the mat with a red dot.
6. Read the next book.
7. Move it over to the side of the mat with the red dot.
8. When you have finished reading all of your books, you can read your way back!

Anchor Chart: Challenging Books Have.... (pg. 4)

- More Words, more lines
- New Words
- Longer Words
- Surprise endings!

Session 2: Readers Use Patterns to Help Them Read Almost Every Page

- **Readers will figure out the pattern that can help them read their book**

Readers use patterns to help them read almost every page

1. Read and look for a pattern.
2. Guess what the next page will say.

Anchor Chart: We Are Super Readers! (pg. 12)

Add: we have pattern power

Anchor Chart: Readers Read With a Partner (pg 14)

Add: play "Guess What's Next!"

Session 3: Readers Figure Out the Changing Words in the Pattern

- **Readers will search the picture and use the first letter to solve unknown words.**

How to Figure Out the Changing Words in a Pattern

1. Read the words on the page.
2. Look for a pattern.
3. Think about what is changing on each page.
4. Look at the picture.
5. Think about what is happening.

6. Get your mouth ready to say the first sound of the word.

Session 4: Readers Use All of Their Super Powers to Read Pattern Breaks in Books

- **Readers will learn to expect pattern breaks in their books and to use all of their strategies to read those parts.**

How To Tackle Pattern Breaks

1. Read to the end of the book until you notice a pattern break.
2. Use your reading powers to read the new pattern.
3. Keep reading and re-reading!

Review Anchor Chart: We Are Super Readers!

Session 5: Readers Check Their Reading

- **Readers will learn that even after they think they have solved the words, their reading work is not finished. Readers monitor for meaning and structure, and if their reading doesn't make sense or sound right, they must fix it up.**

Anchor Chart: Check Your Reading (pg. 30)

Pause after reading and ask:

1. Does it make sense?
2. Does it sound right?
3. If it does not, try to fix it up?

Session 6: Readers Use the Pattern and Ending to Understand Their Books

- **Readers don't just use the pattern to help them read the words, they also use the pattern and ending to better understand their books.**

How to Use a Pattern and the ending to understand books

1. Use the pattern to read the whole book.
2. Pause at the end, don't just put it away! Stop and retell across your fingers!
3. Ask: What is happening on each page? How do all the pages connect, what's this book really saying?

Bend II - Zooming in on Letters and Sounds

Session 7: Readers Use Their Letter-Sound Knowledge to Help Them Read the Words on the Page

- **Readers will realize that one of their biggest sources of power is their letter-sound knowledge**

How to use letter and sounds to tackle tricky words

1. Read the letter.
2. Think about what you know about the letter's sound.
3. Think about why the author put those words on the page.

Anchor Chart: What ABC Books, Readers Can... (pg. 44-47)

- Ask, "why this picture?"
- Play "Guess What's Next!"
- Add more words.
- Sign the Words!
- Play "Same and Different."

Session 8: Readers Use Their Letter-Sound Knowledge to Help Them Read Unknown Words

- **Readers will use their letter -sounds knowledge to solve unknown words**

Zooming in on tricky words

1. Get up close to the beginning of the word. (look at the first letter!)
2. Think, “what word could this be?”
3. Read to see if it makes sense.

Review Anchor Chart: With ABC Books, Readers Can...

Session 9 : Readers Can Notice Consonant Clusters to Help Solve Unknown Words

- **Readers will learn that as books get more challenging, they will have to move from looking at just initial consonants in a word to looking at the first two or three consonants.**

Zooming in on tricky words

1. Look at the beginning of the word.
2. Look at the second letter & blend the sounds together to read the word.

Anchor Chart: We Have Sound Power (pg. 59)

Anchor Chart: With ABC Books, Readers Can... (pg 61)

Add: Play “Alphabet Pop it!”

Session 10 : Readers Look to the Ends of Words as they Read

- **Readers solve words by first looking at the beginning parts of words and then moving their eyes toward the end of the words.**

Zooming in on tricky words

1. Look at the beginning of the word.
2. Blend.
3. Look at the end of the word.
4. Reread and put all the sounds together!

Anchor Chart: We Have Sound Power (pg 67)

Session 11: Readers Preview a Page and Locate Known Words before Reading

- **Readers will locate known words and read these words in a snap**

Previewing a page before reading

1. Search the picture.
2. Look for snap words.
3. Read the page, when you come across a snap word read it in a snap.

Session 12: Readers Check Their Reading

- **Readers will learn that even after they think they have solved words, their reading work is not finished. Readers will monitor for meaning, structure and visual information. If their reading doesn't make sense, sound right, or look right, they must fix it.**

Check Your Reading!

1. Ask, “Does it make sense?”
2. Ask, “Does it sound right?”
3. Ask, “Does it look right?”

4. Reread to fix it up!

Anchor Chart: Check Your Reading! (pg. 80)

Add: Does it look right?

Bend III - Graduation: Becoming Stronger Readers

Session 13: As books Become Harder, Readers Need New Kinds of Picture Power

- **Readers can graduate to new powers. These books will put new demands on them, including the need to use picture power differently.**

How to use new kinds of picture power

1. Look at the whole picture. (Before reading the worlds!)
2. Think about what you see and what is happening.
3. Think, what word makes sense?
4. Check the picture again to make sure it makes sense?

Session 14: Readers Can Lean on Their Snap Word Power When Books Become Less Patterned

- **Readers will need to rely even more on searching for meaning and on their knowledge of high-frequency words.**

How to Move from Pattern Books to Stories

1. Look at the whole picture.
2. Look for snap words.
3. Think about what you see and what is happening.
4. Think, what word makes sense?

Session 15: Readers Can Read Snap Words with Inflected Endings

- **Readers can read familiar high- frequency words no matter what - even when they have inflected endings.**

How to read snap words with different endings

1. Look at the word carefully.
2. Ask yourself, "Does this look like another word that I know?"
3. Try to read the new word sliding your finger under the parts.

Session 16: Readers Use All They Know About Stories to Make Predictions

- **Readers will learn that knowing how stories go can help them read and think about what might happen next.**

Readers Use all they know about stories to make predictions

1. Read a few pages.
2. Stop and think, "what will happen next?"
3. Read the next page to check your guess.
4. Repeat.

Session 17 : Readers Need Extra-Strength Reread Power to Bring Their Books to Life

- **Readers think about what is happening in the story to improve their fluency and make their books come to life.**

Extra Strength Reread Power

1. Look at the picture.
2. Think about what is happening.

3. Read the words on the page.
4. Make your voice match the character's feelings.
5. Reread.

Session 18 : Readers Need Extra- Strength Book Talk Power

- **Readers will use new ways to think and talk about their books. Since their books and powers have grown and changed, so too does the way they should talk about books.**

Extra strength book talk power

1. Read the story with your partner.
2. Go back to an important part in the book.
3. Retell the story across your fingers (think about the characters and story events)
4. Use the information in the picture and words to support your ideas.

Anchor Chart: Super Readers Retell! (pg. 119)

- Tell who
- Tell where
- Tell what happened
- Tell it in order
- Tell feelings

Session 19: Celebration: Readers Use All Their Powers to Read to Read New Books

- **Readers will celebrate all the work they have done to become stronger readers, they will orchestrate all of their strategies when they read harder books.**

Review Anchor Chart: We Are Super Readers!

Choral read the poem

Dress kids up in capes and have them go off and read with their powers.

Integrated accommodations and modifications for students with IEP's 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, 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.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials:

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- Units of Study by Lucy Calkins Reading
- [ELA PD Sharing Website](#)
 - o Holds resources, videos, and assessments from PD workshops
- Reading Strategies Book by Jennifer Serravallo

Mentor Text/ Read Alouds:

Dragonflies by Margaret Hall

Pete The Cat and His Four Groovy Buttons by Eric Litwin

A is for Angry by: Sandra Boynton

Dr. Seuss's ABC's by: Dr. Seuss
The Jazzy Alphabet by: Sherry Shahan
Oh, The Places You'll Go! by: Dr. Seuss
Curious George Curious You: On Your Way by: H.A.Rey
I Knew You Could!: A book for All the Stops in Your Life by: Craig Dorfman
Yay, You! Moving Out, Moving Up, Moving On by: Sandra Boynton
Knuffle Bunny by: Mo Willems
Whistle for Willie by: Ezra Jack Keats
The Snowy Day by: Ezra Jack Keats
Koala Lou by : Mem Fox
Fishy Tales by: DK Readers
Diving Dolphins by: Karen Wallace
National Geographic Readers: Trucks! by: Wil Mara
Mentor Texts/ Shared Reading:
My Bug Box by: Pat Blanchard & Joanne Suhr
 "Hickory Dickory Dock"

Interdisciplinary Connections

Social Studies: 6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Kindergarten Unit 4: Becoming Avid Readers

April- June

Overview: This unit builds on the past units, but especially reinforces the first unit - no longer are students just readers - they are avid readers! This unit sets up the children to become less reliant on the teacher, encouraging them to apply their strategies across multiple contexts.

Stage 1: Desired Results

Level Benchmark:

Level readers - “just right” books Level C

Unit Goals:

Readers will understand ...

- An avid reader is someone who loves reading so much they can hardly bear to stop reading.
- Nonfiction reading is both for information and enjoyment, while fiction reading is more for enjoyment.
- Readers choose books based on interest and difficulty.

Essential Questions:

- What is an avid reader?
- How do I choose books to read?
- How is nonfiction reading different from fiction reading?

Skills/Knowledge:

Readers will be able to...

- Differentiate facts versus story.
- Identify the special text features of nonfiction: table of contents, glossary and index.
- Ask and answer questions about key details with prompting and support.
- Retell key details and identify the main topic of a text with prompting and support.
- Use pictures and words to gather facts.
- Interpret information from illustrations, diagrams, and graphs
- Classify and categorize new information learned.
- Describe the connection between pieces of information in a text with prompting and support.
- Examine and discuss the reasons an author gives to support points in a text with prompting and support.
- Explain what they have learned to other people using “fancy words”.

NJSLS:

W.K.2,3,7,8

RF.K. 1-4

RI.K.1-5, 7-10

RL.K.1-7,9,10

SL.k.1-4,6

L.K.1,2,4-6

Stage 2 - Assessment Evidence

- Formative - Observations, Accountable Talk, Reading Conferences, Book Club
- Summative Assessment - Reading Responses, Logs, Projects
- Benchmark Assessment - DRA, Running Records, DIBELS

Stage 3 - Learning Plan

Bend I Becoming an Avid Reader

Teaching Points:

Session 1: What is an Avid Reader

- **Readers will become avid readers and understand what that means**

How to become an avid reader

1. Read a lot!
2. Find places everywhere to read.
3. Keep a stack of books-in-waiting.
4. Don't stop reading!
5. Really pay attention to the book!

Create Anchor Chart: Avid Reader...(pg. 4)

Session 2: Reacting to Books

- **Avid Readers react to books, they often find ways to share those reactions with others.**

How to feel what the characters are feeling

1. Read your story
2. Stop and think what it would be like to be the character. Feel what the characters are feeling!
3. Read more and do it again!

Anchor Chart: Avid Readers ...(pg. 12)

Add: Feel what the characters are feeling

Session 3: Capturing Thinking about Books

- **Readers record their thinking about books so they can remember it later when talking to their partners.**

How to capture your thinking about books

1. Read your story.
2. Stop and think about the story.
3. Use a post-it to a place you want to go back to and talk about those pages!
4. Repeat

Anchor Chart: Readers Read With A Partner (pg. 20)

Add: Talk about important parts

Session 4: Avid Readers Reach for the Just-Right Words to Describe Feelings

- **Readers will learn to use more precise words to pinpoint feelings more clearly, other than happy and sad**

How to use just-right words to describe feelings

1. Read your story
2. Stop and think about how the character is feeling (use pictures and reread the words).
3. Use a just-right word to describe their feelings (be specific). (Look at our chart!)

Anchor Chart: Readers Read With A Partner (pg. 29)

Add: Play, “Guess the feeling!”

Session 5: Avid Readers Reflect and Set Goals for Themselves

- **Avid Readers always use extra -strength superpowers to read more and more. Which superpowers have they mastered, and which ones might make them even more powerful? Readers can develop their own superpower charts customized to their individual strengths and needs**

Setting Reading Goals

1. Think about the reading powers you have learned in this unit.
2. Sort your powers into groups (mastered/use sometimes/hardly ever use)
3. Pick one to build on! (see chart pg. 32)

Review Anchor Chart: We Are Super Readers

Session 6: Avid Readers Make Playdates

- **Readers will invent fun things to do with their books. They will begin to have reading playdates.**

How To Have Reading Playdates

1. Read a book with a friend.
2. Think of reading activities you can play with your friend.
3. Play!
4. Do it again.

Create Anchor Chart & File Folder with directions for reading playdates. (pg. 34)

Reading Playdates

- Play school
- Read aloud
- Shared reading
- Play games
- Snap word hunt
- Guess what’s next
- Alphabet pop-it!
- Guess the feeling!
- Play pretend

Session 7: Playing Pretend

- **Readers will learn that reading is a lot like pretending; avid readers act out a story in their minds each time they read.**

Read and find a part to share!

Anchor Chart: Play Pretend (pg. 43)

Add: act it out! & use gestures!

Session 8 : Close Reading and Book-Based Pretending

- **Readers will pay close attention to what the story says, so they can act it out the way the author wants it to be acted.**

Close Reading and Book-Based Pretending

1. Read the story.
2. Think about the story and pay close attention to the details.
3. Act it out!
4. Use Gestures!

Bend II Learning from All-About Books

Session 9: Thinking about and Reading to Nonfiction Texts

- **Readers will conduct an inquiry to determine the kinds of thinking and reacting that nonfiction movie viewers do and consider whether this is also true for nonfiction readers.**

How to be an avid nonfiction reader (co-create chart with student responses from the inquiry question).

1. Think: Wow!
2. Ask questions

Session 10: Talking Like an Expert

- **Nonfiction readers use fancy words that go with the topic they are studying to explain what they have learned to other people.**

How to talk like an expert

1. Read the book.
2. Reread the book and focus on the fancy words.
3. Retell the things you learned from the book.
4. Retell using the fancy words used in the book.

Anchor Chart: Avid Nonfiction Readers... (pg. 62)

Add: use fancy topic words

Session 11: Nonfiction Reading Playdates

- **Readers will be invited to collaborate to imagine how those might go.**

Play school

Play games

Play pretend

And more!

Session 12: Falling in Love with Topics

- **Readers will be introduced to topic based reading clubs by setting them up to discover a topic of interest and then search for the other books that might focus on that topic.**

How to fall in love with topics

1. Think about a topic that you love.
2. Find a book on that topic.
3. Gather more books on that topic.
4. Gather people who love that topic, too.

Session 13: Avid Nonfiction Readers Notice Similarities and Differences in Books

- **Readers learn to compare information by noticing what is similar and what is different in two or more books on the same topic.**

How to compare & contrast with nonfiction

1. Read a nonfiction book or books on the same topic.
2. Think about the information you read.
3. Ask, “What is the same of different? Place a post-it in there to talk about it later!

Anchor Chart: Reading Playdates

Add: What’s the same? What’s Different

Session 14: Avid Nonfiction Readers Pretend

- **Nonfiction readers pretend to act out parts of the text, just like they did with fiction stories.**

How to pretend with nonfiction

1. Read a nonfiction book.
2. Think about what they are teaching.
3. Act out what you are learning about the topic.
4. Talk with your club about what you know after pretending.
- 5.

Bend III Falling in Love with Poetry

Session 15: Reading for Meaning and Rhythm and Fun

- **Readers will learn that reading poems is a lot like reading songs. To get the rhythm and feeling of a poem just right, it helps to read it again and again.**

How to become an avid poetry reader

Anchor Chart: Avid Poetry Readers... (pg. 89)

1. Read the words.
2. Think about the poem.
3. Match the beat of the poem.

Session 16: Readers Bring Out a Poem’s Meaning and Feeling

- **Readers will bring out a poem’s meaning , readers can think about the feeling of the poem, and the use that to figure out how to read it well.**

How to Bring out a poem’s meaning and feeling

1. Read the words.
2. Think about the feeling of the poem.
3. Reread the poem, showing the feeling with your voice and actions!

Anchor Chart: Reading Playdates

Add: Read with feeling

Session 17: Becoming a Copycat Poet

- **Readers will play around with the rhyme of favorite poems and create new poems with similar sound patterns, which can help them better understand how poems work.**

How to become a copycat poet.

1. Choose a poem you love.
2. Pick a topic you love.
3. Tap out your words to match the rhythm.
4. Read your new poem out loud.
5. Listen for how it sounds.

Session 18: Avid Readers’ Poetry Extravaganza

- Readers will prepare for the grand finale celebration, including writing poems, illustrating favorite poems, and rereading poems in their best voices while performing with movements.

Celebration Choices:

- Read and illustrate
- Read and Perform
- Karaoke
- Copycat Poems

Integrated accommodations and modifications for students with IEP’s 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, 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.
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- Units of Study by Lucy Calkins Reading
- [ELA PD Sharing Website](#)
 - o Holds resources, videos, and assessments from PD workshops
- Reading Strategies Book by Jennifer Serravallo

Mentor Texts/Read Alouds:

Not Norman (A Goldfish Story) by: Kelly Bennett

Ish by: Peter Reynolds

Beautiful Oops by: Barney Salzberg

The Little Engine that Could by: Watty Piper

Pet Show by: Ezra Jack Keats

Kitten’s First Full Moon by: Kevin Henkes

Mentor Texts/Shared Reading:

Gossie by: Olivier Dunrea

“Things” by: Eloise Greenfield

“Poem” by: Langston Hughes

“Mary Had A Little Lamb”

Interdisciplinary Connections

Social Studies: 6.1.P.D.1 Describe characteristics of oneself, one’s family, and others.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Pacing Guide

<u>Unit Title</u>	<u>NJSLS</u>	<u>Marking Period</u>	<u>Duration (Weeks)</u>
1	W.K.2,W.K.3,W.K.8 RF.K.1-4, RI.K.1-5, 7, 10 RL.K.1-5, 7,9,10 SL.K.1-4,6	1	8
2	W.K.2&3 RF.K.1-4 RI.K.4,7,10 RL.K.1-3,7,10 SL.K.1,2,4,6 L.K.1,2,4,6	2	8
3	W.K.2 & 3 RF.K.1-4 RI.K.1-7,9,10 RL.K.1-7,10 SL.K.1,2,4,6 L.K.1,2,4,6	3	8
4	W.K.2,3,7,8 RF.K. 1-4 RI.K.1-5, 7-10 RL.K.1-7,9,10 SL.k.1-4,6 L.K.1,2,4-6	4	8