



Kindergarten Reading Curriculum

Oradell Public School District
Oradell, NJ

2023

The [Kindergarten Reading Curriculum](#) was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Computer Science and Design Thinking, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, and the inclusion of connections of Social-Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

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Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington, 2011). We believe that writers need time, choice, and feedback to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

What is Balanced Literacy?

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:

- Reading Workshop
- Read-Aloud
- Shared Reading
- Guided Reading
- Writing Workshop
- Interactive Writing
- Shared Writing
- Word Study

Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Minilesson

Each reading workshop lesson begins with explicit instruction in a minilesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The minilesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the minilesson. During the link portion of the

minilesson, the teacher reminds students about the strategies they can use while they are reading.

Read Aloud

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

Interactive Read-Aloud

An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Guided Reading

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The [Scholastic Leveled Book Room 4.0](#) contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

Independent Reading

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project \(TCRWP\) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions, 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with specific and similar learning needs) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student's reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Book Clubs

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Minilesson

Writing workshop begins with a minilesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson, 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets students' needs as a writer (Anderson, 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

○ is the symbol for Teaching Point.
 © is the symbol for Instructional Goal.
 © 2005 by Carl Anderson from *Assessing Writers*, Heinemann, Portsmouth, NH.
 © 2019 by the International Center for Assessment, Portsmouth, NH.

14 Strategic Writing Conferences: Teacher's Guide

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students are struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skills taught during the minilesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonics Resource for Primary Grades

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Foundations program for Kindergarten and 1st grade. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about the many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students do not learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 3-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* as their word study resource while students in grade 2 will use the *Sadlier Vocabulary Workshop Book: Purple* as their word study resource. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano, 2005).

Grammar

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a [Standards-based Continuum](#) of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on

“using relative pronouns” but, based on assessment, another will be in a small group on “using collective nouns” (a 2nd-grade skill).

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District’s curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the “Professional Resources” section at the end of each unit for specific books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson, 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

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Oradell Public School District

Suggested Pacing Guide for Reading & Writing Units

Kindergarten

Unit	Approximate Months	Reading Unit	Writing Unit	Phonics	Grammar Skills
1	September-October	We Are Readers	Launching Writing Workshop: Looking Closely and Narrative	Fundations Level K Unit 1 Weeks 1-4	Printing MANY Letters
2	October	Emergent Reading: Looking Closely at Familiar Texts	INFORMATION: How-To Books	Fundations Level K Unit 1 Weeks 5-8	Writing Letters for Consonants and Short Vowel Sounds
3	November-December	Reading Super Powers	INFORMATION: All About Books	Fundations Level K Unit 1 Weeks 9-12	Understanding and Using Question Words
4	January-February	Bigger Books. Bigger Reading Muscles with Just Right Books	NARRATIVE: Writing for Readers	Fundations Level K Unit 2 Weeks 1-4	Using Capitalization and Punctuation
5	February-March	Growing Expertise in Informational Books	OPINION: Persuasive Writing of All Kinds	Fundations Level K Unit 3 Weeks 1-6	Using Prepositions
6	April-May	Becoming Avid Readers	NARRATIVE: Authors as Mentors/Personal Narrative	Fundations Level K Unit 4 Weeks 1-4	Using Nouns and Verbs Producing and Expanding Complete Sentences
7	May-June	Super Readers Have Sidekicks	Poetry: Powerful Thoughts in Tiny Packages	Fundations Level K Unit 5 Weeks 1-6	Forming Plural Nouns

Note: Highlighted activities indicate [Holocaust Awareness](#), [Amistad Commission](#), or [Asian American Pacific Islander](#) legislation related activities.

Kindergarten Reading Curriculum

Unit 1 : We Are Readers

Unit Overview

Children will immerse themselves in reading both independently and with others. They will be expanding their early concepts-about-print knowledge by learning about the world through reading. To read, people think about what makes sense and draw on all the available information to help them figure out what the words on the page say. This unit will teach students what it really means to be a reader.

Enduring Understandings

Readers will (independently and with others):

- Learn how to properly handle a book.
- Learn the routines and procedures of Readers Workshop.
- Read from cover to cover.
- Read from left to right.
- Think about what they have read.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">• TCRWP Assessment for Independent Reading Levels• Conferring Notes: daily observation of students' participation and conversation with partners• Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)• Writing about reading evidence (e.g. Post-its, reading response)
Possible Reading Response Entries
<ul style="list-style-type: none">• <i>Mrs. Wishy Washy</i> by Jill Cowley<ul style="list-style-type: none">◦ What did each animal do in the mud?• Catch My Family Reading Assignment

Standards (NJSLs) Addressed in this Unit

Reading Literature
RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.5. Recognize common types of texts (e.g., storybooks, poems). 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).
Reading Informational Text
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 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.

- 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.
- 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).

Reading Foundational Skills

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.

Writing

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- 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.

Language

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - F. Produce and expand complete sentences in shared language activities.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Unit 1: We Are Readers

Suggested Teaching Points

Unit 1/Bend 1: Launching with Learn-About-the-World-Books Independently


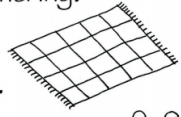



Readers independently read the world by...



Suggested...

- Looking, thinking and reading.
 - Introduce [We Are Readers](#) chart: We can look. We can think. We can learn.
 - Readers read names, signs, directions and songs
 - Look at words and think “What might that say?”
 - Go on walking tour looking for environmental print
- “Reading” books to learn about the world (use nonfiction book).
 - Introduce [We Are Readers](#) chart: We can learn.
 - Suggested book topic: *Apples for Everyone* or *Hoot, Owl!*
 - Read book and point out what you are learning.
- Reading by themselves (independent reading)
 - Student jobs
 - Read the whole time
 - Stay in one spot

Our Gathering Song

- We are gathering. 
- We are gathering. 
- On the rug.
- On the rug.
- Everyone is here now, 
- finding their own space now.
- We are here. 
- We are here. 

- Read quietly
- Get started right away
- Work on stamina (suggested as its own lesson)
- Setting goals for reading and tracking progress with bar graphs (with teacher support)
- Teacher jobs
 - Listen to children read
 - Help children with reading
- Thinking of what reading workshop looks like, sounds like and feels like
 - LOOKS LIKE everyone is reading
 - SOUNDS LIKE every is quiet
 - FEELS LIKE everyone is relaxed and happy
- Reading from cover to cover
 - Model looking through entire book, then getting another book

Unit 1/Bend 2: Launching with Learn-About-the-World-Books with our Partners

Readers read the world with a partner by...



- Reading with a partner (partner reading)
 - Readers Read with Partner chart: **sit side by side, put one book in the middle**
- Rereading to think about what is happening (independently and with a partner)
 - Readers Read with Partner chart: **Reread to learn more**
- Putting their thoughts on a post-it
 - Readers Read with Partner chart: **Share wow pages, adding a pinch of you**
 - Wow (!)
 - I'm confused (?)
 - I love this part (♥)
- Reading the pictures and the words
 - Students look at the pictures and try to figure out what the labels say
 - Readers Read with Partner chart: **Read the pictures and the words**
- Taking turns to **see-saw read**.

Unit 1/Bend 3: Shared Reading

Mrs. Wishy-Washy

- Day 1: Falling in Love with the Book
 - Book Introduction
 - Picture walk
 - Read cover to cover
 - Reread to sound like Mrs. Wishy-Washy



Mrs. Wishy-Washy



Story by Joy Cowley
Illustrations by Elizabeth Fuller

<https://www.youtube.com/watch?v=rLTa1PPM9D>

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- Vocabulary: paddled
 - Act out
- Day 2: Looking Closely at the Pictures
 - Page 5
 - Feelings: How is the pig feeling?
 - Students show feeling as teacher rereads and matches expression with reading voice
 - Page 14
 - Mrs. Wishy-Washy walking back to farmhouse
 - Animals watching her walk away
 - Animals cleaner and still dripping wet
 - How did the pictures help us understand the story better?
How did the pictures help us read the words?
- Day 3: Fluency
 - Page 9
 - **Look** is bold and larger
 - Feelings
 - Playing in the mud
 - Animals change throughout the story
 - Mrs. Wishy-Washy feelings changed throughout the story
- Day 4: Act out parts
 - Pay attention to punctuation cues
 - Sound like character
- Day 5: Retell and share opinion
 - Should the animals have jumped in the mud

Unit Specific Vocabulary

independent reading, partner reading, workshop, confused, reread, paddled, jumped, rolled

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already know in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model just right book selection process.
- Model productive and engaging partner talk.
- Build anchor charts with students and continually refer to them as you teach.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.

- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already know in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model just right book selection process.
- Model productive and engaging partner talk.
- Build anchor charts with students and continually refer to them as you teach.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already know in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model just right book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a reading log.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.

- Ask students to recall what they already know in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model just right book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a reading log.
- Build anchor charts with students and continually refer to them as you teach.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others

- Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Diversity Mandate Read-aloud Lesson Plans

October: *Freckleface Strawberry: Best Friends Forever* by Julianne Moore

Suggested Mentor Texts

Star Books

- *The Very Hungry Caterpillar* by Eric Carle
- *Cookies Week* by Cindy Ward
- *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault
 - Class project with counting letters in name
- *Brown Bear, Brown Bear What Do You See?* by Bill Martin
 - Class book: I see _____
- *Three Billy Goats Gruff* by Paul Galdone (strongly suggested to read before Unit 2)
- *Caps for Sale* by Esphyr Slobodkina
- *Rosie’s Walk* by Pat Hutchins
- *Mary Wore Her Red Dress* by Merle Peek
- *The Snowy Day* by Ezra Jack Keats
- *The Carrot Seed* by Ruth Krauss
- *The Little Red Hen* by Lucinda McQueen

Mentor Texts

- *Mrs. Wishy-Washy* by Joy Cowley
- *Apples for Everyone* by Jill Esbaum

Wilson Foundations

- National Geographic Kids: Hoot, Owl! By Shelby Alinsky (*Scholastic Leveled Bookroom 4.0*)

Professional Resources

Units of Study for Teaching Reading by Lucy Calkins and Natalie Louis, *We Are Readers*, Grade K, Unit 1
Wilson Foundations Level K Kit
The Reading Strategies Book by Jennifer Serravallo
Scholastic Leveled Bookroom 4.0
[Wilson Foundations Scope and Sequence](#)

Unit 2: Emergent Reading: Looking Closely at Familiar Texts

Unit Overview

During this unit, students will distinguish between fiction and nonfiction books by being exposed to classic storybooks such as *The Carrot Seed* and *The Three Billy Goats Gruff*. They will use the pictures to make meaning of the story, match their words to the picture on each page and sound like characters in their story. Students will begin connecting the pages to learn about sequence and practice reading more fluently. After completing the unit, students will revisit the texts through a theatre lens where they will bring the story to life through a retell of one of the scenes in the text.

Enduring Understandings

Readers will:

- Sound like the characters in their books.
- Use a storyteller voice to tell a story.
- Identify the characters and setting in a story
- Use emergent reading strategies to look through books.
- Use their imaginations to plan a retelling performance for a portion of the story
- Work collaboratively with peers to create the props, costumes and scenery for a performance
- With guidance and support, reflect on their experience as a character in the skit and as a member of the audience.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">● TCRWP Assessment for Independent Reading Levels● Conferring Notes: daily observation of students' participation and conversation with partners● Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)● Writing about reading evidence (e.g. Post-its, reading response)
Suggested Reading Notebook Entries
<ul style="list-style-type: none">● Record students acting out their “Star Books” using their storyteller voice, character voice and sequencing strategies (suggested texts might include: <i>Caps for Sale</i> or <i>The Little Red Hen</i>)

Standards (NJSL) Addressed in this Unit

Reading Literature
RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.5. Recognize common types of texts (e.g., storybooks, poems). 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).
Reading Informational Text
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 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.

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.

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).

Reading Foundational Skills

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Writing

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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.

Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

F. Produce and expand complete sentences in shared language activities.

Theatre

Creating

- 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

Performing

- 1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

Responding

- 1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.
- 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

Connecting

1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experience to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

Computer Science and Design Thinking

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives .

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

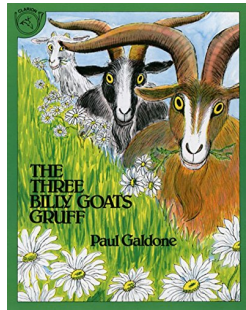
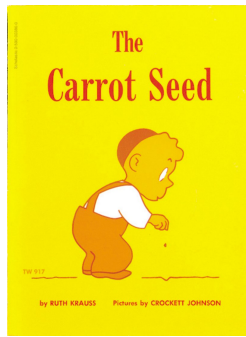
Unit 2: Emergent Reading: Looking Closely at Familiar Texts

Suggested Teaching Points

Unit 2/Bend 1: Readers Read Old Favorite Storybooks

Storybook readers can read familiar books by...

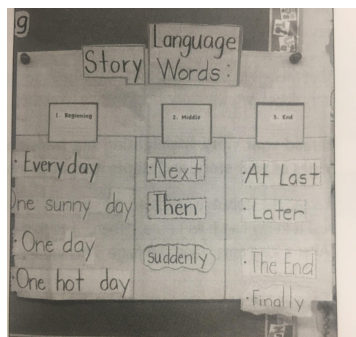
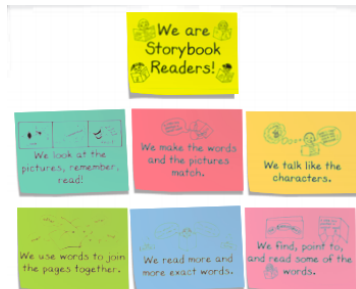
- Looking at the front and back cover to get our minds ready to read.
 - Take a picture walk to see what is happening inside the book
 - Read the book
- Looking closely at the pictures to help remember the words before reading a page.
 - Who is on the page?
 - What are they doing?
 - What is in their hand? (***The Carrot Seed***)



- What's happening here?
- Using storyteller voice and gestures to act out as you read.
- Performing story using setting, character, and voice.
 - [Three Billy Goats Gruff](#) characters
 - [The Carrot Seed](#) characters

Unit 2/Bend 2: Readers Reread Old Favorite Storybooks

Storybook readers can read familiar books by...



- **Looking at the pictures, remember, read:**
 - Introduce [We Are Storybook Readers](#) chart
 - Suggested to use *Three Billy Goats Gruff*
- **Making the words and pictures match.**
- **Talking like the characters.**
- Noticing how many words are on the page and say a lot more:
 - Introducing 1 to 1 correspondence
 - Elaborate more on what is happening
- **Using words to join the pages together:**
 - Introduce *Story Language Words* chart (see left column):
 - Every day, One sunny day, One day
 - Then, Next, After that...
 - At last, Later, Finally...
- **Reading more and more exact words:**
 - Trip, trap, trip, trap
 - "Who's tripping over my bridge?"
 - "It won't come up."
- **Finding, pointing to and reading some of the words:**
 - Suggested text: *The Carrot Seed*
 - Looking for beginning letters
 - Look for title words in text

Unit 2/Bend 3: Readers Bring Stories to Life through Reader's Theatre

With prompting and support, students will plan how to retell a portion of the story as a performance. Then they will create the props, costumes and scenery. Finally they will perform a small portion of the story and reflect on their experience as a character in the skit and a member of the audience.

Click [HERE](#) for a link to the K-2 Theatre document for student learning objectives, specific vocabulary, activities, and assessments for this bend. This document includes how each of the above are directly aligned to the performance expectations.
 Click [HERE](#) for Explanations of the Performance Expectations K-2 to gain an understanding of what each performance expectation means and an example.
 Click [HERE](#) for the K-2 Theatre Rubric.

Artists will bring the story to life by ...

- Working with partners to decide on how to sequence the story using pictures.
- Thinking about what the characters will say when they are retelling the story.
- Making decisions about what the characters will sound like when they speak.
- Discussing with partners what sort of props, costumes, and scenery they would need to act out the story.
- Thinking about ways to show how a character feels using facial gestures, body movement, tone and volume.
- Making decisions about sound effects and lighting when retelling the story as a performance.
- Providing feedback to their peers to enhance the guided drama.
- Sharing about their experience taking part in the guided drama.
- Sharing about the experience as a member of the audience.

Unit Specific Vocabulary

character, setting, storyteller voice, author, illustrator, first, then, next, finally

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
- Provide shared reading strategy to model reading just right books.
- Model text to word connections.
- Model the five finger retell to support sequence recall.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide opportunity to practice just right book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a reading log.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.

- Provide anchor chart on reading
- Provide opportunities for students to turn and talk.
- Provide audio books when available.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Include hands-on activities.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
- Provide shared reading strategy to model reading just right books.
- Model text to word connections.
- Model the five finger retell to support sequence recall.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide opportunity to practice just right book selection process.
- Model productive and engaging partner talk.
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- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide anchor chart on reading
- Provide opportunities for students to turn and talk.
- Provide audio books when available.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Include hands-on activities.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
- Provide shared reading strategy to model reading just right books.
- Model text to word connections.
- Model the five finger retell to support sequence recall.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide opportunity to practice just right book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction for completing a reading log.

- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide audio books when available.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Include hands-on activities.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
- Provide shared reading strategy to model reading just right books.
- Model text to word connections.
- Model the five finger retell to support sequence recall.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide anchor chart on reading
- Provide opportunities for students to turn and talk.
- Provide audio books when available.
- Include hands-on activities.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide additional resources to develop and deepen levels of understanding.
- Provide opportunities for students to turn and talk.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Provide students with their own copies of the text that they can read independently.
- Allow students to demonstrate mastery through a culminating project.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for

students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.

- Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Star Books

- *The Very Hungry Caterpillar* by Eric Carle
 - *Cookies Week* by Cindy Ward
 - *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault
 - Class project with counting letters in name
 - *Brown Bear, Brown Bear What Do You See?* by Bill Martin
 - Class book: I See _____
 - *Three Billy Goats Gruff* by Paul Galdone
 - *Caps for Sale* by Esphyr Slobodkina
 - *Rosie's Walk* by Pat Hutchins
 - *Mary Wore Her Red Dress* by Merle Peek
 - *The Snowy Day* by Ezra Jack Keats
 - *The Carrot Seed* by Ruth Krauss
 - *The Little Red Hen* by Lucinda McQueen
- <https://www.youtube.com/watch?v=f3mfxNWfEAQ>

Wilson Foundations

- *I Know an Old Lady Who Swallowed...* (use any version you like)
- *Is Your Mama a Llama* by Deborah Guarino

Professional Resources

Units of Study for Teaching Reading by Lucy Calkins and Natalie Louis, *We Are Readers*, Grade K, Unit 1

Wilson Foundations Level K Kit

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

[*Wilson Foundations Scope and Sequence*](#)

Unit 3: Reading Super Powers

Unit Overview

This unit reinforces the reading practices that should now be “habits” within the kindergarten class: sitting quietly with books, choosing lots of books at a time, and discussing books with partners. Students should also be “warming up” before reading by looking at the front and back of the books they select and doing picture walks. As readers move forward, they'll want to start paying closer attention to the words they are reading (often by using their finger pointer to point to words as they read), as well as looking at the pictures for help making meaning. Using cues as readers will be worked on as strategies during this unit. The unit will capitalize on students’ reading knowledge including knowledge of letter-sound correspondence, comprehension, and fluency.

Enduring Understandings

Readers will:

- Use super powers to read the words in their books.
- Talk to partners about their books.
- Read smoothly.
- Create classroom pattern books.
- Determine characters' feelings.
- Retell books.

Assessments

Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)

Suggested Reading Notebook Entries

- Class pattern book
 - Suggested: _____ likes to eat _____.

Standards (NJSLs) Addressed in this Unit

Reading Literature

- 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.
- 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).
- 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.

- 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.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.

Reading Informational Text

- 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 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.
- 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.10. Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.3. 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.
 - B. Read high-frequency and sight words with automaticity.
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
 - A. Read emergent-readers with purpose and understanding.
 - B. Read grade level text for purpose and understanding.

Writing

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking & Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

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.

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.

Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Social Studies

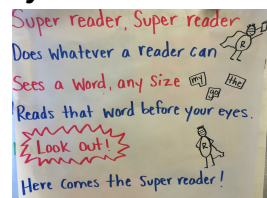
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Unit 3 Fiction: Reading Super Powers

Suggested Teaching Points

Unit 3/Bend 1: Using Super Powers to Look, Point, and Then Read Everything

Super readers can read by...



- Using **pointer power** with a familiar text.
 - Suggested: [We Are Gathering](#) song
 - Introduce [We Are Super Readers!](#) chart
- Using a special pointer to make pointer power even stronger.
 - Given to them by Reader-Man
 - Suggested text: *Brown Bear, Brown Bear, What Do You See?*:
 - Skip a word
 - Read and point to a word twice
 - Did the words match with how many times I was pointing?
 - Shared thank you note to Reader- Man for pointers.
- Using **picture power** to think about what words they might read.
- Using **snap word power** to identify words they know and point to one word at a time:
 - [Readers Read with a Partner](#)
 - Look, read, cheer, cover, write, check
- Using **pattern power** to repeat the words on every page.
- Using **sound power** to make the beginning letter sound and read the word.
 - Revisit picture power to support sound power.
- Using **reread power** to read all the words smoothly.
- Using **persistent power** when one power doesn't work, use another one.
- CELEBRATING and showing off their powers by making class book:
 - Suggested: ____ likes to eat ____.

Super readers can read with a partner by...

- Echoing each other.
 - **Echo, Echo, Echo read**
- Partnering up to double their pointing power by having one partner read while one partner points, checking that one word gets one tap.
- Going on a **sight/snap/trick word hunt**.

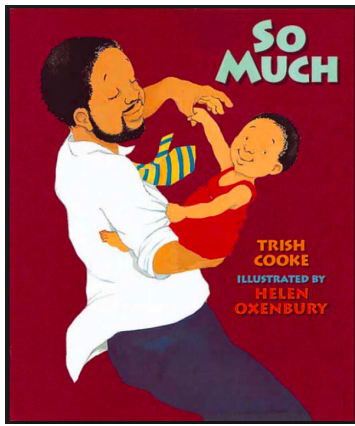
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Unit 3/Bend 2: Bringing Books to Life

<p>Super readers bring books to life by...</p>	<ul style="list-style-type: none"> • Using a smooth voice when reading. • Using the pattern to sing out their books. <ul style="list-style-type: none"> ◦ Example: <i>Brown Bear, Brown Bear, What Do You See?</i> • Looking at the punctuation to determine how to read. <ul style="list-style-type: none"> ◦ Example: Where is Thumbkin? • Using feelings to determine how to read. <ul style="list-style-type: none"> ◦ Introduce: How is the character feeling? ◦ Suggested: <i>Super Mouse</i>, <i>Mrs. Wishy Washy</i> books • Using book talk power to talk about what's happening in their books. <ul style="list-style-type: none"> ◦ Introduce: Readers Talk about Books <ul style="list-style-type: none"> ■ I notice.. ■ I think... ■ What do you think? ■ Why do you think that? ◦ Suggested text: <i>Carla's Big Splash</i> ◦ Give book introduction • Retelling books after they read them.
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Unit 3/Bend 3: Read Aloud

<p>So Much by Trish Cooke</p>	<ul style="list-style-type: none"> • Day 1: Introduce the book and picture walk: <ul style="list-style-type: none"> ◦ While reading... <ul style="list-style-type: none"> ■ Page 1: Describe picture — who and what? <ul style="list-style-type: none"> • Make a prediction ■ Page 2 to 7: New characters — what they are saying
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- and doing?
 - Make a prediction.
 - Page 13: Check prediction by retelling book so far
 - Page 14: Act it out
 - Page 15 to 16: Turn and talk to share ideas
 - Refer to: [Readers Talk About Books](#)
 - Page 20 to 22: Stop to clarify meaning.
 - Page 24: Stop to consider what characters are saying and thinking.
 - Who's at the door?
- After reading...
 - Quick retell
- Day 2: Reread to learn more
 - Before reading
 - Remind students what book was about.
 - Activate reread power.
 - Notice even more about the pictures to learn more about the characters and the story.
 - While reading...
 - Page 11: Think about the characters feelings
 - Page 13: Recite repetitive phrases across the page
 - Page 24: Clarify meaning "craziness all around"
 - Page 26: What are the characters thinking or saying keeping in mind what they know
 - Page 34 to 35: Change in feelings

Unit Specific Vocabulary

pointer power, picture power, snap word power, pattern power, sound power, persistence power, reread power, book talk power

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and reinforce reading powers (pointer, picture, snap word, pattern, sound, reread, persistent)
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide opportunities for students to turn and talk.

- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
- Provide shared reading strategy to model reading just right books.
- Model text to word connections.
- Model the five finger retell to support sequence recall.
- Provide opportunity to practice just right book selection process.
- Model productive and engaging partner talk.
- Provide opportunity to practice completing a reading log.
- Provide students with individual text that they can read independently.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Include hands-on activities.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and reinforce reading powers (pointer, picture, snap word, pattern, sound, reread, persistent)
- Provide choices of leveled books.
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- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and reinforce reading powers (pointer, picture, snap word, pattern, sound, reread, persistent)
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
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- Include hands-on activities.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use preferential seating.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction and reinforce reading powers (pointer, picture, snap word, pattern, sound, reread, persistent)
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.

- Provide audio books when available.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide shared reading strategy to model reading just right books.
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- Provide students with individual text that they can read independently.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Include hands-on activities.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, conferring, TCRWP Assessments for Independent Reading Levels.
- Provide opportunities for students to work with striving readers.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Allow students to demonstrate mastery through a culminating project.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide additional resources to develop and deepen levels of understanding.
- Provide opportunities for students to turn and talk.
- Provide students with their own copies of the text that they can read independently.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.

- Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Diversity Mandate Read-aloud Lesson Plans

November: *We’re All Wonders* by R. J. Palacio

Suggested Mentor Texts

Super Mouse by Phyllis Root

Carla’s Big Splash by Kimberly Beckley

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

Where is Thumbkin?

Mrs. Wishy Washy series by Joy Cowley

***We’re All Wonders* by R. J. Palacio**

***The Story of Ruby Bridges* by Robert Coles**

Professional Resources

Units of Study for Teaching Reading by Lucy Calkins and Natalie Louis, *Super Powers*, Grade K, Unit 2

Wilson Foundations Level K Kit

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

[*Wilson Foundations Scope and Sequence*](#)

Unit 4: Bigger Books, Bigger Reading Muscles with Just Right Books

Unit Overview

Children begin to dig deeper into pattern power, sound power and picture power to tackle more challenging books. They will use letter-sound relationships at the beginning and ending of words to strengthen their reading. There is greater emphasis on meaning and syntax to help students comprehend and retell their stories. They will also look at the print and develop the concept of one-to-one matching to understand that print has meaning. Students will use their book baggies to continue to read familiar texts as well as teacher selected “just-right” books.

Enduring Understandings

Readers will:

- Strengthen pattern power, sound power and picture power.
- Ask questions like: Does it look right? Does it sound right? Does it make sense?
- Identify story elements such as character, setting and sequence of events.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">• TCRWP Assessment for Independent Reading Levels• Conferring Notes: daily observation of students' participation and conversation with partners• Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)• Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)
Suggested Reading Notebook Entries
<ul style="list-style-type: none">• Story Map

Standards (NJSLs) Addressed in this Unit

Reading Literature
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.
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).
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.
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.
RL.K.10. Actively engage in group reading activities with purpose and understanding.
Reading Informational Text

- 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 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.
- 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.
- 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).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. 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.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
 - A. Read emergent-readers with purpose and understanding.
 - B. Read grade level text for purpose and understanding.

Writing

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Speaking & Listening

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
B. Continue a conversation through multiple exchanges.
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.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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.

Language

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A. Capitalize the first word in a sentence and the pronoun *I*.
B. Recognize and name end punctuation.
C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Social Studies

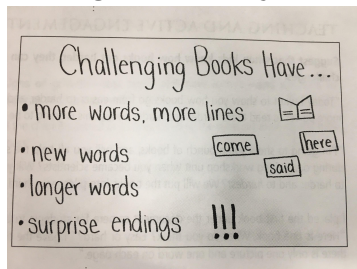
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Unit 4: Bigger Books, Bigger Reading Muscles with Just Right Books

Suggested Teaching Points

Unit 4/Bend 1: Digging Deeper Into Pattern Power

Readers can read bigger books using their reading muscles by...



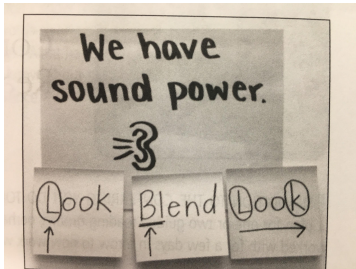
- Being introduced to book shopping.
- Identifying the traits of challenging books:
 - Suggested: introduce [Challenging Books Have...](#) chart
- Sorting with their [Reading Mat](#).
- Using pattern power to read almost every page:
 - Suggested text: *Picnic* by Phyllis Root (read first three pages)
 - Follow up: Interactive adding a page to *Picnic* book
- Figuring out changing words in the pattern (seesaw pattern):
 - Suggested *Pizza* by Phyllis Root
 - Follow up: Interactive adding a page to *Pizza* book
 - Suggested: Interactive Class Book: "This is _____. ___ likes to read."
- Using all their powers to solve the surprise endings in pattern books:
 - Suggested reference and add to [Challenging Books Have...](#) chart
 - Suggested *Picnic* by Phyllis Root
 - Suggested add page to Class Book: "We like to read. Do you?"
- Checking their reading by asking questions.
 - Suggested introduce [Check Your Reading](#) chart
 - Does it make sense?
 - Does it sound right?
 - Suggested *Cat and Mouse* by Phyllis Root
- Using the pattern and the ending to summarize what the whole book is really saying.
 - Suggested *It's Super Mouse* by Phyllis Root
- Celebrating with their partner.
 - Partners can introduce books
 - My book is called _____.
 - It is about _____.
 - The pattern sounds like this....

Unit 4/Bend 2: Digging Deeper Into Sound Power

Born on: September 12, 2019

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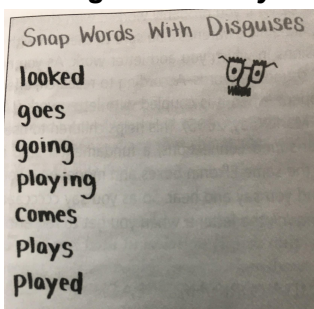
Readers can read bigger books using bigger reading muscles by...



- Looking at the first letter and reading ABC books.
 - Suggested introduce [With ABC books](#) chart
 - Why this picture?
 - Guess what's next
- Adding words that start with the same letter.
 - Suggested class book: ABC book- find pictures that start with each letter
 - Suggested class book: ABC Farm and Town book- aligned with Social Studies My Atlas Curriculum
 - Suggested mentor text *Eating the Alphabet*
- Comparing ABC books with partners.
 - Play same and different
- Using sound power to say beginning sound (review).
 - Suggested [Sam's story](#)
- Using sound power to blend sounds.
 - Suggested *Can you see the eggs?*
 - Suggested [blends and digraph chart](#)
- Playing alphabet pop it with a partner.
 - Point to object in picture, say first sound(s), say letter(s)
- Using [extra strength](#) sound power to say ending sound.
 - Suggested read "fresh doughnuts" as "free doughnuts"
 - Suggested *Can you see the eggs?*
 - Cover word parts and reveal
 - Suggested Poem [We Will Go](#)
 - Cover closed syllables
- Use magnifying glass to zoom in on words and put it away for snap words.
 - Suggested Tool: student magnifying glass in book baggie
- Check their reading by asking questions.
 - Suggested Chart: [Check Your Reading](#)
 - Does it look right?
 - Suggested [Sound Power Song](#)

Unit 4/Bend 3: Becoming Stronger Readers

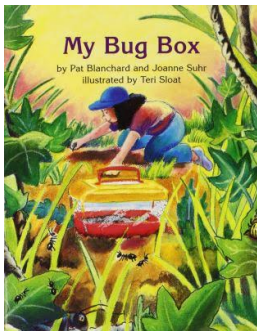
Readers can read bigger books using bigger reading muscles by...



- Using [extra strength](#) picture power.
 - Suggested *Buzzy Fly*
 - Suggested [My Dog Poem](#)
- Using extra strength picture power and snap power to read books without a pattern.
 - Suggested *Wake Up Dad*
- Reading Snap Words with endings -s, -ed, -ing.
 - Suggested [Snap Words with disguises](#)
- Talking about books using question words.
 - Who (characters)
 - Where (setting)
 - What (events in book)
- Retelling their stories.

- [Bookmarks](#): characters, setting, beginning, middle, end

Unit 4/Bend 4: Read Aloud



- Day 1: Introduce the book, picture walk and solving words
 - Look at pictures without giving away ending
 - Cover words
 - Suggested twig (page 2- cover entire word), sand (page 4- cover ending), toad (page 8- cover middle)
 - Prediction before last page
 - Discuss what happened to the bugs
- Day 2: Cross checking sources for information (MSV)
 - Stop and check: Does it look right? Does it sound right? Does it make sense?
 - Suggested twig (page 2), leaf (page 6)
 - Preposition words in, on near (page 4, 6, 8)
- Day 3: Word Study Focus
 - Rhyming (sand, hand)
 - Beginning Consonant (cricket, twig)
 - Segmenting and blending phonemes in CVC words (/b/ /u/ /g/ bug)
 - Hearing and blending onset and rime (/b/ /ox/, box)
 - Inflectional endings (looked)
- Day 4: Fluency and vocabulary
 - Vocabulary (twig, snug)
- Day 5: Retelling
 - Retelling map

Unit Specific Vocabulary

magnifying glass, sound power, pattern power, picture power, blends, digraphs, compare, summarize, reading mat, character, setting, retelling

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide anchor charts on text features, main idea, topic, point of view and theme and refer to them throughout the unit.
- Use HoverCam to model and highlight strategies for finding a topic.
- Provide direct instruction of text features and skimming.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Provide graphic organizers for making an inference.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide anchor charts on text features, main idea, topic, point of view and theme and refer to them throughout the unit.
- Use HoverCam to model and highlight strategies for finding a topic.
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- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Provide graphic organizers for making an inference.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
- Provide shared reading strategy to model reading just right books.

- Model text to word connections.
- Model the five finger retell to support sequence recall.
- Provide opportunity to practice just right book selection process.
- Model productive and engaging partner talk.
- Provide opportunity to practice completing a reading log.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Include hands-on activities.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide anchor charts on text features, main idea, topic, point of view and theme and refer to them throughout the unit.
- Use HoverCam to model and highlight strategies for finding a topic.
- Provide direct instruction on text features and skimming.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling, role play and cuing.
- Provide graphic organizers for making an inference.
- Allow handheld translator.
- Use audiobooks when possible.
- Allow more time for conferring.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Allow students to demonstrate mastery through a culminating project.
- Provide opportunities for students to work with striving readers.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Provide additional resources to develop and deepen levels of understanding.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Picnic by Phyllis Root

Pizza by Phyllis Root

Cat and Mouse by Phyllis Root

It's Super Mouse by Phyllis Root

Can you see the eggs? By Jenny Giles

Wake Up Dad by Beverley Randell

We Will Go by Zoe Ryder

Buzzy Fly by Sally Murphy

Ethan's Cat by Johanna Hurwitz

Pete the Cat and His Four Groovy Buttons by Eric Litwin

Bindergarten series

Eating the Alphabet by Lois Ehlert

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Vegetable Soup
Kindergarten ABC by Jacqueline Rogers

Professional Resources

New Friends in New Places Nystrom *Exploring Where and Why*

Wilson Foundations Level K Kit

The Reading Strategies Book by Jennifer Serravallo

Scholastic Leveled Bookroom 4.0

[*Wilson Foundations Scope and Sequence*](#)

Unit 5: Growing Expertise in Informational Books

Unit Overview

Children begin to dive into nonfiction books and read to learn about a topic. They will notice nonfiction text features such as headings, table of contents and labels that can get their minds ready to think about their books. Students will discuss new vocabulary words while trying to figure out their meaning both independently and with partners. In the last bend, students will explore books on a similar topic across levels to learn all they can.

Enduring Understandings

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Readers will:

- Identify features of nonfiction texts.
- Discuss facts they learned from their books.
- Ask questions before, during and after reading.
- Identify the topic of a book.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">● TCRWP Assessment for Independent Reading Levels● Conferring Notes: daily observation of students' participation and conversation with partners● Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)● Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)
Possible Reading Notebook Entries
<ul style="list-style-type: none">● Learned and still wondering about dragonflies

Standards (NJSL) Addressed in this Unit

Reading Literature
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).
Reading Informational Text
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 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. 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. 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., illustrations, descriptions, or procedures). RI.K.10. Actively engage in group reading activities with purpose and understanding.
Reading Foundational Skills
RF.K.1. Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.

- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - D. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. 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.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
- A. Read emergent-readers with purpose and understanding.
 - B. Read grade level text for purpose and understanding.

Writing

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Speaking & Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- 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.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- 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.

Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- D. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- E. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

8.2.2.ITH.2: Explain the purpose of a product and its value.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

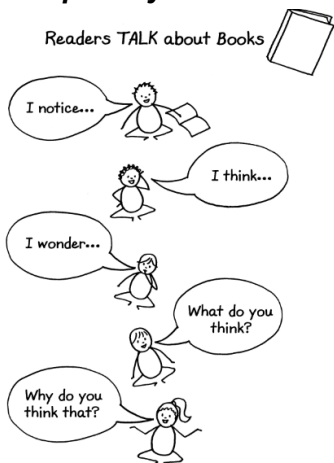
Unit 5: Growing Expertise in Informational Books

Suggested Teaching Points

Unit 5/Bend 1: Experts on Topics

Readers become experts on topics by...

Readers TALK about Books



- Identifying text features in a nonfiction book:
 - Facts versus opinion
 - Suggested as separate lessons: Heading, table of contents, diagram, map, labels and captions.
- Creating a KWL chart as a class with facts:
 - Suggested text: *Who Works at the Zoo?* by Sarah Russell
 - Before reading: What do you know about the zoo?
 - Before reading: What are you wondering?
 - After reading: What did you learn about the zoo?
- Thinking about facts they already know about the topic.
- Asking questions as they read:
 - Suggested as separate lessons: [Readers TALK About Books](#) chart
- Sharing facts they have learned in their books with their partner.
- Labeling wow pages by using (!) post it.
- Noticing the main idea in the beginning or the end of the book.
 - Beginning- Introduction page
 - Ending- "Animals live at the zoo."

Unit 5/Bend 2: Learning About Words Inside Their Books

Readers learn new words in their books by...

- Creating an expert word list as a class with a label and picture:
 - *Zoo Looking* by Mem Fox create "Expert Zoo Words" ex: zookeeper, veterinarian, biologist
 - Example: "[Expert Pets Words](#)"
- Searching their own book baggie books for new vocabulary to add to class chart.
- Creating their own "[Expert Word List](#)".
 - Suggested *Hello Ocean*
- Rereading "Expert Word List" and highlighting words they *do not know*:
 - Work with partner to figure out unknown words.
 - Teachers can support students with questions: Does it look right? Does it sound right? Does it make sense?
- Noticing when words sound like a word they know but mean something else (homophones):
 - Sun & son, see & sea, tail & tale, knot & not
 - Suggested: *Fishy Tales* DK Reader series
- Brining the book to life by acting out the actions in the pictures and the words.
- Looking closely at the picture and thinking "what else can I learn from this page?"
 - "The words say _____. I also see ____ in the picture and it makes me think _____."
- Putting their pages together.

	<ul style="list-style-type: none"> ○ How does this fit with the title? How do these pages fit together so far? What is this whole book about?
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Unit 5/Bend 3: Same and Different

<p>Readers can compare and contrast books by...</p>	<ul style="list-style-type: none"> ● Reading multiple books on that topic. ● Sharing with someone who has the same topic: <ul style="list-style-type: none"> ○ Books from Scholastic Book Room: <i>Animals at Night</i> (I), <i>Awake at Night</i> (E); <i>Big Cats</i> (J), <i>Meet the Big Cats</i> (D); <i>Birds</i> (A), <i>Birds and Beaks</i> (C), <i>Flap and Sing: Birds</i> (E) ○ Reading A to Z ○ Mondo Books ● Playing <u>The Same and Different</u> Game: <ul style="list-style-type: none"> ○ Introduce <u>Compare and Contrast</u> Chart (top right box) ● Playing <u>Does Your Book Have</u> Game: <ul style="list-style-type: none"> ○ Headings, table of contents, labels etc. ● Thinking what is the author trying to teach you: <ul style="list-style-type: none"> ○ What does the author want you to learn? What is the same and different about the information on the pages? ● Laying books side by side (same topic) and ask “What did I learn about this topic from this one? What did I learn about this topic from this other one?”
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Unit 5/Bend 4: Read Aloud

	<ul style="list-style-type: none"> ● Day 1: Readers ask “What might the author be trying to teach you?” <ul style="list-style-type: none"> ○ Read table of contents and discuss “What might the author teach you about dragonflies?” ○ Picture Walk: Look closely at the pictures to think “What might the author teach you on this page?” (p. 4/5, p. 6/7, p. 10/11) ○ As you read: Look at headings and think “What might the author teach you on this page?” (p. 6) ○ After you read: Partner Share “What did the author teach you about dragonflies?” ● Day 2: <u>Readers TALK About Books</u> Chart <ul style="list-style-type: none"> ○ “I notice...”, “I think...”, “I wonder...”, “What do you think?” ○ P. 10 to p. 13: “I think their eyes are really important, they help them catch and eat. I wonder what they eat. Were you wondering anything?” ○ P.14-17 “What might the dragonfly do next? How might the dragonfly do it?” ● Day 3: Vocabulary <ul style="list-style-type: none"> ○ P. 20 Act out what’s happening. What does it mean to hatch? ● Day 4: <u>Assessment</u> <ul style="list-style-type: none"> ○ What did you learn? What are you still wondering?
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Unit Specific Vocabulary

nonfiction, compare, contrast, expert word list, facts, opinion, heading, table of contents, label, diagram

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Breakdown the questions by chunking and asking, "What are they really looking for?" or "What do they want me to do?"
- Provide sample responses to text questions.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Breakdown the questions by chunking and asking, "What are they really looking for?" or "What do they want me to do?"
- Provide sample responses to text questions.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs or small groups.

- Model comparing and contrasting nonfiction topics.
- Provide explicit and direct instruction with examples on basic nonfiction features.
- Provide explicit and direct instruction on creating an expert word list.
- Provide leveled nonfiction texts.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide shared reading strategy to model reading just right books.
- Provide opportunity to practice text to word connections.
- Provide opportunity to practice five finger retell to support sequence recall.
- Provide opportunity to practice just right book selection process.
- Model productive and engaging partner talk.
- Provide opportunity to practice completing a reading log.
- Provide students with individual text that they can read independently.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Include hands-on activities.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction with examples on marking up the text.
- Breakdown the questions by chunking and asking, "What are they really looking for?" or "What do they want me to do?"
- Provide sample responses to text questions.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals such as audio and/or videoclips and multiple short stories.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.

- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Provide opportunities for students to work with striving readers.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Allow students to demonstrate mastery through a culminating project.
- Provide additional resources to develop and deepen levels of understanding.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

- *Who Works at the Zoo?* By Sarah Russell
- *Fishy Tales* DK Reader series
- *Zoo Looking* by Mem Fox
- *Dragonflies* by Margaret Hall

Scholastic Leveled Bookroom:

- *Animals at Night* (I)
- *Awake at Night* (E)
- *Big Cats* (J)
- *Meet the Big Cats* (D)
- *Birds* (A)
- *Birds and Beaks* (C)
- *Flap and Sing: Birds* (E)

Social Studies Curriculum

- *Hello Ocean* by Pam Muñoz Ryan

Supplemental Resources

- [STEAM Integration: Unit 2- Our Community](#)

Professional Resources

- *The Reading Strategies Book* by Jennifer Serravallo
- *New Friends in New Places* Nystrom Exploring Where and Why
- *Wilson Foundations Level K Kit*
- *Scholastic Leveled Bookroom 4.0*
- [Wilson Foundations Scope and Sequence](#)

Unit 6: Becoming Avid Readers

Unit Overview

Students begin to put all they have learned about different genres and reading strategies together to become an avid reader. In the first bend, students focus on their characters in fiction stories and identify how they feel during different parts. Then, in bend two, students dive back into their nonfiction books. Finally, in bend three, students begin to look at poems as avid readers.

Enduring Understandings

Readers will:

- Identify the characteristics of an avid reader.
- Add thoughts, speech and feeling words to their stories.
- Recall facts to teach someone about a topic.
- Read poems fluently.

Assessments

Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)

Possible Reading Notebook Entries

- Write what your character is thinking, feeling or might say.

Standards (NJSLs) Addressed in this Unit

Reading Literature

- 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.
- 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).
- 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.
- 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.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.

Reading Informational Text

- 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 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.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- 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., illustrations, descriptions, or procedures).
- RI.K.10. Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with //, /r/, or /x/.)
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3. 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.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
 - A. Read emergent-readers with purpose and understanding.
 - B. Read grade level text for purpose and understanding.

Writing

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Language

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- B. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Unit 6: Becoming Avid Readers

Suggested Teaching Points

Unit 6/Bend 1: Becoming an Avid Reader

Readers can become avid readers by....



- Identifying what an avid reader looks like:
 - Introduce [Avid Reader Chart](#)
 - Emphasize “**Really pay attention to the book**”.
 - Feel what characters are feeling (not yet)
 - Use photographs of [avid readers](#) and [bored readers](#)
- Identifying how the character is feeling:
 - Suggested texts: *It's Super Mouse* and *The Carrot Seed*
 - Heart on popsicle stick
- Record how character is feeling:
 - How do you know (body language and facial expression)?
- Recording their thoughts on a post it (text to self):
 - **Feel what characters are feeling**
 - Feelings: happy face, sad face
- Adding character's thoughts and speech:
 - What is the character thinking?
 - What might they say?
 - Suggested: [speech bubble and thought bubble](#)
- Using precise feeling words when talking about how characters feel:
 - Happy- cheerful, joyful, satisfied, content
 - Sad- upset, disappointed, gloomy
 - Mad- angry, frustrated, furious
- Reflecting and setting goals:
 - [I am super reader](#) template
 - [We are super readers](#) goal cards
 - Add students name next to power when they've mastered power (p. 32 *Becoming Avid Readers*, Book 4)

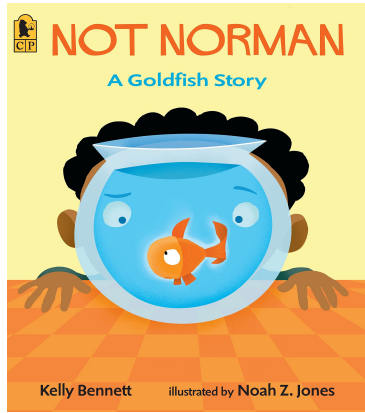
Partners can become avid readers by...




- [Talking about important parts.](#)
- [Playing “Guess the feeling”.](#)
- Going on reading playdates:
 - Introduce: [Reading Playdates](#) chart
 - Play School
 - Play Games
 - Play Pretend
 - Suggested: Teach each playdate section as separate lesson

Read Aloud
Not Norman by Kelly Bennett

- Day 1: [Let's have a Grand Conversation!](#) chart
 - Introduce book ONLY TITLE PAGE- author, illustrator, title, picture and predict: What does title might mean and what is the wrapped gift?
 - page 2 & 3 - react to details & rethink prediction
 - page 4 & 5 - look at the picture and sound like character
 - page 6 to 9 - continue reading with expression
 - page 13 - discuss changes in the boy or Norman

	<ul style="list-style-type: none"> ○ page 14 to 21- stop to clarify meaning. Students turn and talk. ○ page 21- what are you learning about the boy ○ After reading: discuss book using chart to guide rules for conversation. What happened in the story? ● Day 2: Why is the book called Not Norman? Why did the boy keep saying “Not Norman”? <ul style="list-style-type: none"> ○ Before reading: introduce questions and ask readers to keep it in their heads as you read. ○ Page 2, 3- the boy did not want a fish as a pet. Notice balloons with cat and dog on them. ○ Page 4, 5, 9- speech and thought bubble ○ Page 13- What did he mean when he said “Not Norman”? What is really going on? ○ Page 20, 21- now says “Norman!” it’s changing ○ Page 23- Not Norman. What does it mean here? ○ After reading: Readers TALK about Books ● Day 3: Consider others point of view- Norman! <ul style="list-style-type: none"> ○ Throughout reading, ask- how is Norman feeling? ○ After reading- Discuss lesson in the story: If you get something you don’t want, give it a chance.
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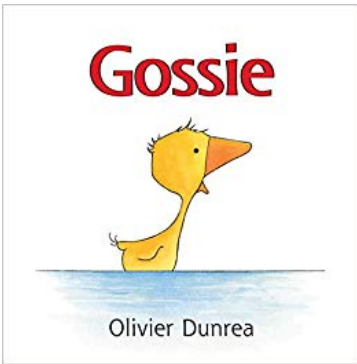
Unit 6/Bend 2: Avid Nonfiction Readers

<p><i>Readers can become avid readers of nonfiction by....</i></p> 	<ul style="list-style-type: none"> ● Thinking about and reacting to nonfiction texts. <ul style="list-style-type: none"> ○ Watch Venus Fly Trap Video ○ Introduce Avid Nonfiction readers... chart <ul style="list-style-type: none"> ■ Think “wow” ■ Ask questions ○ Revisit using post it to record thoughts ● Speaking like an expert using fancy topic words.
<p><i>Partners can strengthen their reading by...</i></p>	<ul style="list-style-type: none"> ● Going on nonfiction Reading Playdates: <ul style="list-style-type: none"> ○ Nonfiction Partner Share ○ Play “What’s the same and what’s different?” ● Talking about their books: <ul style="list-style-type: none"> ○ Revisit Readers TALK about Books

Unit 6/Bend 3: Avid Poetry Readers

<p><i>Readers become avid readers of poetry by...</i></p>	<ul style="list-style-type: none"> ● Reading a poem over and over until the tune is right, the rhythm is right, and the feeling is right: <ul style="list-style-type: none"> ○ Itsy Bitsy Spider, Mary Had a Little Lamb, etc. ○ Introduce Avid Poetry Reader ● Reading with two voices: <ul style="list-style-type: none"> ○ The Swing, Brother John ● Bringing out meaning and feelings:
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	<ul style="list-style-type: none"> ○ Focus on vocabulary and word meaning. ○ Reading Playdates “read with feeling” ● Acting out their poems. <ul style="list-style-type: none"> ○ The Teapot Song ● Connecting to writing poems: <ul style="list-style-type: none"> ○ Copycat poet
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Shared Reading: Gossie	
 <p>Gossie Olivier Dunrea</p>	<ul style="list-style-type: none"> ● Day 1: Getting to know your character: <ul style="list-style-type: none"> ○ Page 7- Cover sleeps and try to figure out words. ○ Page 10 - Look for parts of words you know (“go” in goes) ○ What do you notice about Gossie? (she wears boots everywhere) ○ Page 20 - Notice emotional change. Put post it to label change. ○ Page 26 - Discuss the meaning of heartbroken. ○ Page 29 - Stop, predict. ● Day 2: Cross-checking Sources for Information: <ul style="list-style-type: none"> ○ Noticing inflected endings (loves p18; looked p25) ● Day 3: Pronouns <ul style="list-style-type: none"> ○ Before reading: Is Gossie a boy or girl? <ul style="list-style-type: none"> ■ Notice <i>she</i> as you read. ○ Page 6- study word <i>them</i> and what it refers to. ● Day 4: Fluency <ul style="list-style-type: none"> ○ Punctuation, scooping phrases together, different voices (slow, loud, quick) ○ Act out parts

Unit Specific Vocabulary
Same, different, character, feeling, rhythm,

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students
<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels. ● Use preferential seating. ● Provide opportunities to work in pairs or small groups. ● Provide choices of leveled books. ● Provide opportunities for students to turn and talk. ● Include hands-on activities.

- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
- Provide shared reading strategy to model reading just right books.
- Provide opportunity to practice text to word connections.
- Provide opportunity to practice five finger retell to support sequence recall.
- Provide opportunity to practice just right book selection process.
- Model productive and engaging partner talk.
- Provide opportunity to practice completing a reading log.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs or small groups.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
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- Provide opportunity to practice five finger retell to support sequence recall.
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- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Use modeling, role playing and cuing.

- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs or small groups.
- Provide audiobooks with paper copies for marking up when possible.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide shared reading strategy to model reading just right books.
- Provide opportunity to practice text to word connections.
- Provide opportunity to practice five finger retell to support sequence recall.
- Provide opportunity to practice just right book selection process.
- Model productive and engaging partner talk.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs or small groups.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.

- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts with picture cues on how to read independently.
- Provide shared reading strategy to model reading just right books.
- Provide opportunity to practice text to word connections.
- Provide opportunity to practice five finger retell to support sequence recall.
- Provide opportunity to practice just right book selection process.
- Model productive and engaging partner talk.
- Provide opportunity to practice completing a reading log.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Use modeling, role playing, and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Provide opportunities for students to work with striving readers.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Allow students to demonstrate mastery through a culminating project.
- Provide additional resources to develop and deepen levels of understanding.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:

- Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Not Norman by Kelly Bennett

Gossie by Olivier Dunrae

Same, Same, But Different by Jenny Sue Kostecki-Shaw

A Letter to Amy by Ezra Jack Keats

Social Studies Curriculum

- *As the Crow Flies* by Gail Hartman
- *Barnyard Banter* by Denise Fleming

Professional Resources

The Reading Strategies Book by Jennifer Serravallo

Wilson Foundations Level K Kit

Scholastic Leveled Bookroom 4.0

[Wilson Foundations Scope and Sequence](#)

Unit 7: Super Readers Have Sidekicks

Unit Overview

This unit is an extension of the Reading Super Powers Unit and connects to Launching Reading Workshop Unit in First Grade. It is designed to be a very short unit to bridge Kindergarten and First Grade reading. This unit will review reading strategies through the lens of these reading sidekicks: Eagle Eye, Lips the Fish, Stretchy Snake, Chunky Monkey, Tryin' Lion, Skippy Frog and Flippy Dolphin.

Enduring Understandings

Readers will:

- Use their sidekicks to help remember strategies to solve tricky words.
- Develop reading strategies to use over the summer as they prepare for First Grade.

Assessments

Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- Conferring Notes: daily observation of students' participation and conversation with partners
- Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)
- Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)

Suggested Reading Notebook Entries

- Identify how character is feeling and why by drawing and writing.

Standards (NJSLs) Addressed in this Unit

Reading Literature

- 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.
- 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).
- 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.
- 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.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.

Reading Informational Text

- 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 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.

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.10. Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.

RF.K.3. 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.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

- A. Read emergent-readers with purpose and understanding.
- B. Read grade level text for purpose and understanding.

Writing

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Speaking & Listening

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

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.

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.

Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Computer Science and Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Unit 7: Super Readers Have Sidekicks

Suggested Teaching Points

Unit 7/ Bend 1: Sidekicks

Super readers can use their sidekick...



- Eagle eye to look at the picture.
 - [Sidekicks chart](#)
 - Think “What is in the picture that starts with the beginning letter?”
- Lips the Fish to get your mouth ready.
 - Say the beginning sound.
- Stretchy Snake to slowly stretch each letter sound to make the word.
- Tryin’ Lion to try to re-read the sentence.
 - Think “What makes sense?”
- Chunky Monkey to break the word into chunks you already know.
- Flippy Dolphin to flip the vowel sound.
 - Try the long and short vowel sounds.
- Skippy Frog to skip the tricky word, read to the end, go back and try it again.

Unit Specific Vocabulary

sidekick, eagle eye, lips the fish, tryin’ lion, chunky monkey, flippy dolphin, skippy frog

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs or small groups.
- Provide audiobooks with paper copies for marking up when possible.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
- Provide shared reading strategy to model reading just right books.
- Provide opportunity to practice text to word connections.
- Provide opportunity to practice five finger retell to support sequence recall.
- Provide opportunity to practice just right book selection process.

- Provide opportunity to practice completing a reading log.
- Provide students with individual text that they can read independently.
- Provide opportunities for students to turn and talk.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Include hands-on activities.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).
- Incorporate differentiated reading techniques.

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs or small groups.
- Provide audiobooks with paper copies for marking up when possible.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
- Provide shared reading strategy to model reading just right books.
- Provide opportunity to practice text to word connections.
- Provide opportunity to practice five finger retell to support sequence recall.
- Provide opportunity to practice just right book selection process.
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- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).
- Incorporate differentiated reading techniques.

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.

- Provide opportunities to work in pairs or small groups.
- Provide audiobooks with paper copies for marking up when possible.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
- Provide shared reading strategy to model reading just right books.
- Provide opportunity to practice text to word connections.
- Provide opportunity to practice five finger retell to support sequence recall.
- Provide opportunity to practice just right book selection process.
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- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Include hands-on activities.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs or small groups.
- Provide audiobooks with paper copies for marking up when possible.
- Provide choices of leveled books.
- Provide opportunities for students to turn and talk.
- Include hands-on activities.
- Model fluency, intonation, and inflection while reading aloud.
- Model productive and engaging partner talk.
- Provide direct, explicit instruction using Wilson Foundations lessons.
- Provide audio books when available.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Build anchor charts on how to read independently.
- Provide shared reading strategy to model reading just right books.
- Provide opportunity to practice text to word connections.
- Provide opportunity to practice five finger retell to support sequence recall.
- Provide opportunity to practice just right book selection process.
- Provide opportunity to practice completing a reading log.
- Provide students with individual text that they can read independently.

- Provide opportunities for students to turn and talk.
- Use modeling, role playing and cuing.
- Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.
- Decode tricky words by using the reading strategies posters.
- Include hands-on activities.
- Provide individual copies of books that will allow students to match pictures to words.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).
- Incorporate differentiated reading techniques.

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Provide opportunities for students to work with striving readers.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Allow students to demonstrate mastery through a culminating project.
- Provide additional resources to develop and deepen levels of understanding.
- Incorporate differentiated reading techniques based on the Kindergarten Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.

- Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Stick and Stone by Beth Ferry and Tom Lichtenheld

Henry and Mudge by Cynthia Rylant

Professional Resources

The Reading Strategies Book by Jennifer Serravallo

Wilson Foundations Level K Kit

Scholastic Leveled Bookroom 4.0

[*Wilson Foundations Scope and Sequence*](#)