



Grade K

# Reading Curriculum

Oradell Public School District

Oradell, NJ

2024

The Grade K 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 Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

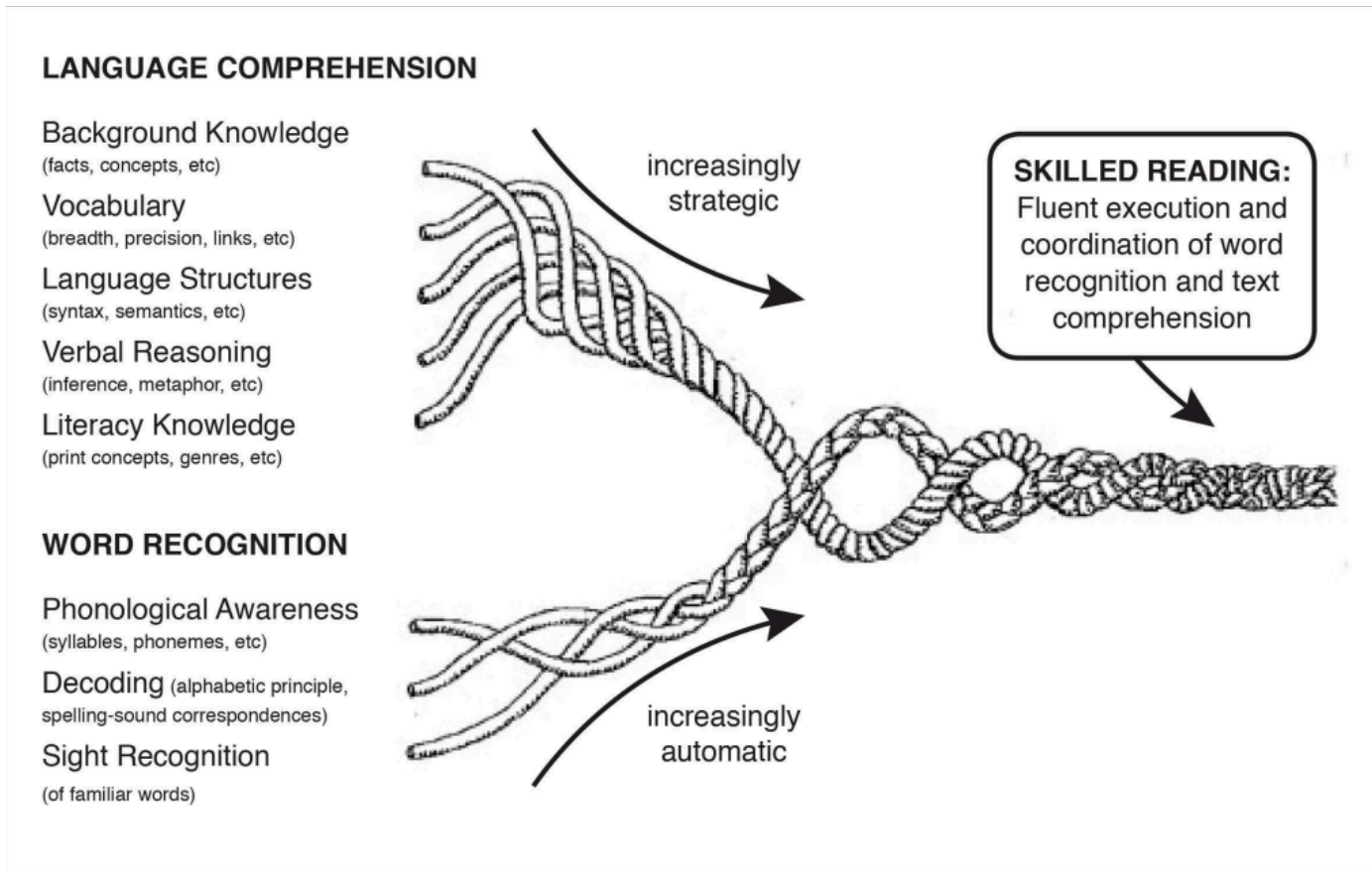
## **Affirmative Action**

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  
Michelle Hawley, Principal

### **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. The curriculum includes explicit instruction in language arts content through read alouds and vocabulary instruction that build background knowledge and schema. The units are built using research based strategies that promote literacy behaviors and skills that contribute to strategic thinking, reading, and writing. We have based the creation of this curriculum on the components of Scarborough's Rope, pictured below. Students need both strong language comprehension paired with word recognition to develop skilled reading (NJ Dyslexia Handbook, p. 20).



## 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 mini lesson. 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 mini lesson 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 mini lesson. During the link portion of the mini lesson, the teacher reminds students about the strategies they can use while they are reading.

### **Reading Aloud**

At Oradell Public School, we value the importance of reading aloud as a time 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. The read-alouds in our curriculum are carefully chosen in order to expose students to topics that will develop their knowledge more deeply. These mentor texts find their way into many lessons as the year unfolds and serve as a model for student self-discovery within their own texts.

### **Interactive Read-Aloud**

An interactive read-aloud consists 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:

- 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

### **Independent Reading and Book Clubs**

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. 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.

Through book clubs, readers will raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Students will use everything they know about characters to dig deeper and develop the theme and its complexity. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts.

Accountable talk is a strategy that supports students' academic language development through discussion by giving students key phrases they can use when learning skills such as explaining, agreeing, disagreeing, and justifying.

Teachers conduct the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 three times a year to gather benchmark data. Teachers use this data to develop targeted small group and individual instruction. In addition, grades 2-6 teachers will use a homegrown reading assessment to gather more information about the student as a reader to best support continued growth on their trajectory of reading.

## **Reading Conferences**

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) 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 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. For example, teachers may gather a group of students based on similar noticings on formative assessments. Students will practice working on a targeted skill with scaffolded supports as needed.

## **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.

## **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 mini lesson that is grounded in a clear teaching point. After the mini lesson, 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.

## **Mini Lesson**

Writing workshop begins with a mini lesson, 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 that 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.  
 © 2010 by Carl Anderson from Assessing Student Performance, Portsmouth, NH  
 © 2010 by Assessment Strategies, Portsmouth, NH  
 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 is struggling with the same writing skill and the teacher can target that particular group.

## Independent Writing

This is the time when students practice the skill taught during the mini lesson 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, the 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)**

Teachers 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.

## **Phonological and Phonemic Awareness for Kindergarten and Grade 1**

### **Heggerty Phonological and Phonemic Awareness**

Teachers in grades K-1 use Heggerty to teach phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections. Teachers implement Heggerty as an oral and auditory warm-up to phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

### **Phonics Resource for Primary Grades**

Oradell Public School is implementing the Wilson Foundations program in our K-3 classrooms. 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 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 4-6 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 needn't 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 learn Tier 2 and Tier 3 words through read alouds and have opportunities to engage in authentic practice with the words to gain a deeper understanding and application in their writing. 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 a blend of an explicit and inquiry-based approach. With this in mind, we incorporated a [grammar skills continuum](#) created by Patty McGee of grammar and mechanics skills that will be taught at each grade level. The continuum suggests mini lessons that include a gradual release model of immersion, focus area, and transfer.

## **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 both the Science of Reading and the work of Jennifer Serravallo and Patty McGee. Please see the "Professional References" section for specific books used. Additionally, 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 modules with corresponding WALT statements (We are learning to/that) that serve as teaching points or learning objectives. A module is the section of each unit that groups particular teaching points. A WALT statement addresses both the skill and strategy that will be practiced in a given reading or writing block followed with a "by" which indicates how the objective is to be met. The WALT statements in the curriculum are directly connected to the standards. There are often a variety of ways to achieve the WALT statement which is meant as a menu of options and are chosen based on assessment and student data.

### **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

## Professional References

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8*. Portsmouth, NH: Heinemann.

Ludwig VanVanDerwater, Amy. (2017). *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres*. Portsmouth, NH: Heinemann.

McGee, Patti (2020). *Grammar Study: Micro-Workshop*. New Rochelle, NY: Benchmark Education Company

Serravallo, J. (2023). *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition*, Portsmouth, NH: Heinemann.

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

# Oradell Public School District

## Suggested Pacing Guide for Reading & Writing Units Grade K

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September - October	<a href="#">Building Excitement for Reading</a>	We Are Writers!	
2	November - January	Reading Super Powers	Sketch and Label Books  Pattern Books including Opinions: Like, Love, Dislike (January-February)	
3	February - April	Growing Expertise in Information Texts	Pattern Books including Opinions: Like, Love, Dislike: (January-February)  All About Books (March-April)	
4	April - June	Putting it all Together- Understanding Reading	All About Books: (April) Character Books (May-June)	

Note: Highlighted activities indicate Holocaust Awareness or Amistad Commission or Asian American and Pacific Islander legislation related activities.

## Kindergarten Reading

### Unit 1: Building Excitement for Reading (September- October)

**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 through the use of mentor texts in read alouds and decodable texts. Students will be exposed to nursery rhymes and classic storybooks such as *The Carrot Seed* and *The Three Billy Goats Gruff*. They will learn more about the characters by noticing what the character is doing, saying, and feeling. After completing the unit, students will revisit the texts through a theater lens where they will bring the story to life through a retell of one of the scenes in the text.

#### Standards Addressed in this Unit

#### Language Domain: Foundation Skills Reading

##### *Print Concepts*

L.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.

##### *Phonological Awareness*

L.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. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

*Phonics and Word Recognition*

L.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.

**Language Domain: Foundations Skills Writing**

*Sound-Letter Basics*

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.

L.KL.K.1. E. Produce and expand complete sentences in shared language activities.

**Reading Domain**

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.



RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.MF.K.6. 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).

### **Writing Domain**

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening Domain**

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

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **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.

### Assessment

#### Benchmark

DIBELS assessments are administered beginning, middle, and end of the year to all students.  
Students scoring strategic will be progress monitored as part of Tier II

<b>Possible Ongoing Assessments</b>	<ul style="list-style-type: none"> <li>● Conferring Notes: daily observation of students' participation and conversation with partners</li> <li>● Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)</li> <li>● Writing about reading evidence (e.g. Post-its, reading response)</li> <li>● <a href="#">Heggerty Progress Monitoring/ Benchmark Assessments</a></li> <li>● Foundations Unit Assessments</li> </ul>
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<b>Materials/Resources</b>	
<b>Suggested Read Aloud Texts</b>	<b>Additional Resources</b>
<p><b>Texts for Teaching Point</b></p> <ul style="list-style-type: none"> <li>● <i>How to Read a Story</i> by Kate Messner</li> <li>● <i>Miss Bindergarten Gets Ready for Kindergarten</i> by Joseph Slate</li> <li>● <i>How to Teach a Slug to Read</i> by Susan Pearson</li> <li>● <i>Mrs. Wishy Washy</i> by Joy Cowley</li> <li>● <i>The Very Hungry Caterpillar</i> by Eric Carle</li> <li>● <i>Three Billy Goats Gruff</i> by Paul Galdone</li> <li>● <i>Caps for Sale</i> by Esphyr Slobodkina</li> <li>● <i>The Carrot Seed</i> by Ruth Krauss</li> <li>● <i>Brown Bear, Brown Bear What Do You See?</i> by Bill Martin <ul style="list-style-type: none"> <li>○ Class book: I See _____</li> </ul> </li> <li>● <i>The Little Red Hen</i> by Lucinda McQueen  <a href="https://www.youtube.com/watch?v=f3mfxNWfEAQ">https://www.youtube.com/watch?v=f3mfxNWfEAQ</a></li> </ul>	<p><a href="#">Decodable Poems</a></p> <p>Pixar Shorts:</p> <p><a href="#">Day and Night</a></p> <p><a href="#">For the Birds</a></p> <p><a href="#">Piper</a></p> <p><b>Wordless Picture Books</b></p> <p>Geodes Texts:</p> <ul style="list-style-type: none"> <li>● <i>Pelé</i></li> <li>● <i>Garden Party</i></li> <li>● <i>American Gothic</i></li> </ul> <p>Heggerty Phonemic Awareness: Lessons 1-8</p> <p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><a href="#">Heggerty K Scope and Sequence</a></p>

**Read Aloud Texts for Comprehension**

- *Oops Pounce Quick Run! An Alphabet Caper* by Mike Twohy
- *Reading Makes You Feel Good* by Todd Parr
- *LMNO Peas* by Keith Baker
- *Apples for Everyone* by Jill Esbaum
- *The Gingerbread Girl* by Lisa Campbell Ernst
- *The Gingerbread Man Loose in the School* by Laura Murray
- *The Gingerbread Man* by Karen Schmidt
- *The Gingerbread Man* by Jim Aylesworth
- *The Gingerbread Bear* by Robert Dennis
- *The Plan for the Gingerbread House* by Darcy Pattison
- *The Gingerbread Cowboy* by Janet Squires

**SEL Read Aloud**

- *Rainbow Fish* by Marcus Pfister
- *Chrysanthemum* by Kevin Henke
- *All Kinds of Children* by Norma Simon
- *One, Two, Three Rosh Hashanah* by Naomi Shulman
- *Do Unto Otters* by Laurie Keller

Fundations

Unit 1 Weeks 1-8

[Fundations Trick Words](#)

[Fry Frequency Word Lists](#)-75% of First 50 words for K

[American Heritage word frequency list](#)-75% of first 50 words

[Wilson Fundations Scope and Sequence](#)

[Teaching Trick Word Expert Tips](#)

[Acquisition of Sight words](#)

[UFLI Fundations Toolbox](#)

**Module 1: Wow! I am a Reader!**

Refer to Goal 1: Emergent Literacy (Lessons 1.1, 1.2, 1.3), Goal 12: Conversation (Lesson 12.1) in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

**Learning Goal/Objective**

**Suggested Learning Activities**

We are learning to/that . . .	. . . by engaging in this task
WALT readers are a part of a bigger community	by <ul style="list-style-type: none"> <li>● establishing classroom routines during our reading time.</li> <li>● practicing what readers do during workshop time.</li> <li>● discussing how to handle unexpected situations (done with book, book rips, etc).</li> <li>● <a href="#">building reading stamina</a>.</li> <li>● <a href="#">understanding how to share books with a reading buddy</a>.</li> </ul>
WALT follow words from left to right, top to bottom, and page by page	by <ul style="list-style-type: none"> <li>● participating in a shared reading experience (Wishy Washy).</li> <li>● practicing holding a book the right way.</li> <li>● utilizing the <a href="#">Lefty Larry</a> reading strategy.</li> <li>● <a href="#">Going left to right, top to bottom</a></li> <li>● <a href="#">Finding and naming parts of a book</a> (Geodes)</li> <li>● Reading our sight word poems (if, it, in, I, not, on, a, at, can, an, is, as).</li> </ul>

<p><b>Module 2: Understanding Stories</b></p> <p>Refer to Goal 1: Emergent Literacy, Goal 12: Conversation (Lesson 12.1) in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) to support this module.</p>	
<b>Learning Goal/Objective</b>	<b>Suggested Learning Activities</b>

We are learning to/that . . .	. . . by engaging in this task
WALT identify the central message.	by <ul style="list-style-type: none"> <li>● listening to and <a href="#">discussing</a> sharing after reading aloud <i>Rainbow Fish</i>.</li> <li>● listening to and <a href="#">discussing</a> kindness after reading aloud <i>Chrysanthemum</i>.</li> </ul>
WALT with prompting and support, ask and answer questions about key details in an informational text.	by <ul style="list-style-type: none"> <li>● listening to and discussing similarities and differences after reading aloud <i>All Kinds of Children</i> by Norma Simon</li> <li>● listening to and discussing <i>One, Two, Three Rosh Hashanah</i> by Naomi Shulman.</li> <li>● Rereading sight word poems (if, it, in, I, not, on, a, at, can, an, is, as).</li> </ul>
WALT key details in a literary text by answering questions who, what, where, when, why, how.	by <ul style="list-style-type: none"> <li>● understanding character in a read aloud text.               <ul style="list-style-type: none"> <li>○ Teacher uses Geodes and mentor texts. Students practice in their own decodable text.</li> </ul> </li> <li>● identifying the setting in a read aloud text.               <ul style="list-style-type: none"> <li>○ Teacher uses Geodes and mentor texts. Students practice in their own decodable text.</li> </ul> </li> </ul>

**Module 3: Readers Bring Stories to Life**

Refer to Goal 1: Emergent Literacy (Lessons 1.6, 1.7, 1.8, 1.13), Goal 5: Comprehending Plot and Setting (Lessons 5.1, 5.2) in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) and the [K-2 Theatre Curriculum](#) to support this module.

<b>Learning Goal/Objective</b> <b>We are learning to/that . . .</b>	<b>Suggested Learning Activities</b> <b>. . . by engaging in this task</b>
<p>WALT connect the pages like a storyteller and revise if the story does not make sense</p>	<p>by</p> <ul style="list-style-type: none"> <li>● retelling the story with rich vocabulary using <ul style="list-style-type: none"> <li>■ Gingerbread stories (pictures of parts of the story)</li> <li>■ Wordless picture books (Geodes) <ul style="list-style-type: none"> <li>● Pelé</li> <li>● Garden Party</li> <li>● American Gothic</li> </ul> </li> <li>■ Disney/Pixar Shorts <ul style="list-style-type: none"> <li>● <a href="#">Day and Night</a></li> <li>● <a href="#">For the Birds</a></li> <li>● <a href="#">Piper</a></li> </ul> </li> </ul> </li> </ul>
<p>WALT retell familiar literary texts (<i>The Carrot Seed, Three Billy Goats Gruff, Caps for Sale, Little Red Hen</i>), including key details (e.g., who, what, where, when, why, how).</p> <p>*Important: Students will have had repeated exposure to the familiar texts. The objective is for them to retell the story without looking at the text, page by page.</p>	<p>by</p> <ul style="list-style-type: none"> <li>● <a href="#">looking at the character and sounding like a storyteller.</a></li> <li>● <a href="#">expressing character’s emotions.</a></li> <li>● <a href="#">acting out the story.</a></li> <li>● <a href="#">revising, if needed, to tell the story in the correct order.</a></li> <li>● naming the author and illustrator of a story and defining the role of each in telling the story. (With prompting and support)</li> <li>● retelling their stories. <ul style="list-style-type: none"> <li>○ <a href="#">Bookmarks</a>: characters, setting, beginning, middle, end</li> <li>○ <a href="#">Say what’s most essential</a></li> </ul> </li> </ul>

<p>WALT identify characters, settings, and major events in a story</p>	<p>by</p> <ul style="list-style-type: none"><li>● talking about books using question words.<ul style="list-style-type: none"><li>○ Who (characters)</li><li>○ Where and When (setting)</li><li>○ What (events in book)</li></ul></li></ul>
<p>WALT stories can be presented in a variety of forms including books, videos, and live performances</p>	<p>by</p> <ul style="list-style-type: none"><li>● <a href="#">working with partners to decide on how to sequence the story using pictures.</a></li><li>● thinking about what the characters will say when they are retelling the story.</li><li>● making decisions about what the characters will sound like when they speak.</li><li>● presenting the story as a <a href="#">guided drama</a><ul style="list-style-type: none"><li>○ discussing with partners what sort of props, costumes, and scenery they would need to act out the story.</li><li>○ thinking about ways to show how a character feels using facial gestures, body movement, tone, and volume.</li><li>○ making decisions about sound effects and lighting when retelling the story as a performance.</li><li>○ providing feedback to their peers to enhance the guided drama.</li><li>○ sharing about their experience taking part in the guided drama.</li><li>○ sharing about the experience as a member of the audience.</li></ul></li></ul>



	*Classes will vote on story to bring to life. Teacher will record student guided drama and share with other classes. This will be revisited in unit 3 when
WALT demonstrate understanding of spoken words, syllables, and sounds (phonemes), and recognize and produce rhyming words.	by <ul style="list-style-type: none"><li>● listening to and repeating nursery rhymes<ul style="list-style-type: none"><li>○ <a href="#">The Itsy, Bitsy Spider</a></li><li>○ <a href="#">Little Miss Muffet</a></li><li>○ <a href="#">Twinkle, Twinkle Little Star</a></li><li>○ <a href="#">Mary Had a Little Lamb</a></li><li>○ <a href="#">Humpty Dumpty</a></li><li>○ <a href="#">Star Light, Star Bright</a></li><li>○ <a href="#">One, Two, Buckle My Shoe</a></li><li>○ <a href="#">Hey Diddle Diddle</a></li><li>○ <a href="#">It's Raining, It's Pouring</a></li></ul></li></ul>

### 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.*

#### Students with IEPs

- Use various methods to understand a student’s learning style: observation, conferring
- Ask students to recall what they already know in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model 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.
- Include hands-on activities.
- Decode tricky words by using the reading strategies posters.

<p><b>Students with 504s</b></p>	<ul style="list-style-type: none"> <li>● Ask students to recall what they already know in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model book selection process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Build anchor charts with students and continually refer to them as you teach.</li> <li>● Provide students with individual text that they can read independently.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide direct, explicit instruction using Wilson Foundations lessons.</li> <li>● Provide audio books when available.</li> <li>● Include hands-on activities.</li> <li>● Use modeling, role playing and cuing.</li> <li>● Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.</li> <li>● Decode tricky words by using the reading strategies posters.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<p><b>Students at Risk</b></p>	<ul style="list-style-type: none"> <li>● Ask students to recall what they already know in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model book selection process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide students with individual text that they can read independently.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide direct, explicit instruction using Wilson Foundations lessons.</li> <li>● Include hands-on activities.</li> <li>● Provide audio books when available.</li> <li>● Use modeling, role playing and cuing.</li> <li>● Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.</li> <li>● Decode tricky words by using the reading strategies posters.</li> </ul>

<p><b>Talented and Gifted</b></p>	<ul style="list-style-type: none"> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide students with their own copies of the text that they can read independently.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide student opportunities to set their own agenda.</li> <li>● Allow students to demonstrate mastery through a culminating project.</li> <li>● Incorporate differentiated reading techniques.</li> <li>● Provide advanced level texts for practice.</li> </ul>
<p><b>Multilingual Learners</b></p>	<ul style="list-style-type: none"> <li>● Ask students to recall what they already know in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model book selection process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct, explicit instruction with visuals.</li> <li>● Build anchor charts with students and continually refer to them as you teach.</li> <li>● Provide students with individual text that they can read independently.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide direct, explicit instruction using Wilson Foundations lessons.</li> <li>● Provide audio books when available.</li> <li>● Include hands-on activities.</li> <li>● Use modeling, role playing and cuing.</li> <li>● Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.</li> <li>● Decode tricky words by using the reading strategies posters.</li> <li>● Incorporate differentiated reading techniques.</li> <li>● Model the five finger retell to support sequence recall.</li> </ul>

**Diversity Mandate Read-aloud Lesson Plans:** Same, Same but Different by Jenny Sue Kostecki

## Unit 2: Reading Super Powers (November-January)

**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. 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 to enhance students’ understanding of the story. The unit will capitalize on students’ reading knowledge including knowledge of letter-sound correspondence, comprehension, and fluency. 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.

### Standards Addressed in this Unit

#### Language Domain: Foundation Skills Reading

##### Print Concepts

L.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.

##### Phonological Awareness

L.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. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### **Phonics and Word Recognition**

L.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.
- C. Read high-frequency words and grade level irregular words with automaticity.

### **Fluency**

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

## **Language Domain: Foundations Skills Writing**

### **Sound-Letter Basics**

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.

## **Reading Domain**

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.MF.K.6. 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).

### **Writing Domain**

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
- B. Provide limited details of experiences, events, or characters.
- C. Provide a reaction to the experiences or events.

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening Domain**

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

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

### **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.

Assessment	
<b>Benchmark</b>	DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II
<b>Possible Ongoing Assessments</b>	<ul style="list-style-type: none"> <li>● Conferring Notes: daily observation of students' participation and conversation with partners</li> <li>● Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)</li> <li>● Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)</li> <li>● <a href="#">Heggerty Progress Monitoring/ Benchmark Assessments</a></li> <li>● Foundations Unit Assessments</li> </ul>



Materials/Resources	
Suggested Read Aloud Texts	Additional Resources
<p><b>Texts for Teaching Point</b>  <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr  <i>Carla's Big Splash</i> by Kimberly Beckley  <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. and Eric Carle  <i>The Mitten</i> by Jan Brett  <i>The Furry Alphabet Book</i> by Jerry Pallotta  <i>The Butterfly Alphabet Book</i> by Jerry Pallotta  <i>The Yucky Reptile Alphabet Book</i> by Jerry Pallotta  <i>The Desert Alphabet Book</i> by Jerry Pallotta  <i>Eating the Alphabet</i> by Lois Ehlert  <i>The Alphabet Book</i> by P.D. Eastman</p> <p><b>Read Aloud Texts for Comprehension</b>  <i>We're All Wonders</i> by R. J. Palacio  <i>The Story of Ruby Bridges</i> by Robert Coles  <i>Snowy Day</i> by Ezra Jack Keets</p> <p><b>SEL Read Aloud</b>  <i>The Empty Pot</i> by Demi  <i>Sam, Bangs, and Moonshine</i> by Evaline Ness  <i>Jamaica's Find</i> by Junaita Havill</p>	<p><a href="#">Decodable Poems</a></p> <p>Geodes Texts:</p> <ul style="list-style-type: none"> <li>● <i>Fabric of the Andes</i> t, b, f</li> <li>● <i>Galápagos Adventure</i> f, n, m</li> <li>● <i>A Day at the Market</i> m, i, u</li> <li>● <i>Visit the Art Museum</i> c, o</li> <li>● <i>Museum Cat</i> c, a, g</li> <li>● <i>Treasures of King Tut</i> g, d, s</li> <li>● <i>Red Barn Farm</i> e, r</li> <li>● <i>Peach Picking</i> r, p, j</li> <li>● <i>Lei Harvest</i> l, h, k</li> <li>● <i>Farm Work</i> v, w</li> <li>● <i>Farmers Market</i> w, y, x</li> <li>● <i>Sheepdog</i> x, z, qu</li> </ul> <p>Heggerty Phonemic Awareness: Lessons 9-18  L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  <a href="#">Heggerty K Scope and Sequence</a>  Foundations: Unit 1 Weeks 9-12 , Unit 2 Weeks 1-4  <a href="#">Foundations Trick Words</a>  <a href="#">Fry Frequency Word Lists</a>-75% of First 50 words for K</p>

<p><i>The Peddler's Gift</i> by Maxine Rose Schur  <i>Too Many Tamales</i> by Gary Soto  <i>Ruthie and the (Not So) Teeny, Tiny, Lie</i> by Laura Rankin  <i>Zip, Zip, Homework</i> by Nancy Poydar</p>	<p><a href="#">American Heritage word frequency list</a>-75% of first 50 words  <a href="#">Wilson Foundations Scope and Sequence</a>  <a href="#">Teaching Trick Word Expert Tips</a>  <a href="#">Acquisition of Sight words</a></p> <p><a href="#">UFLI Foundations Toolbox</a></p>
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**Module 1: Digging Deeper into Texts (Letter-Sound Knowledge)**  
Refer to Goal 1: Emergent Literacy and Language Development (Lessons 1.15, 1.16, 1.17, 1.18) in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

<b>Learning Goal/Objective</b>  <b>We are learning to/that . . .</b>	<b>Suggested Learning Activities</b>  <b>. . . by engaging in this task</b>
WALT identify letters by names and sounds	By <ul style="list-style-type: none"> <li>● <a href="#">Matching letters as you sing ABC's.</a></li> <li>● <a href="#">Connecting letters in the book to letters in the world</a> (read the room).</li> <li>● <a href="#">Tracing and comparing letters</a> (uppercase &amp; lowercase).</li> <li>● <a href="#">Matching letters and beginning sounds</a> (use wordless ABC books or Geodes).</li> <li>● Create word webs using one letter/sound.</li> </ul>

**Module 2: Using Reading Strategies as Super Powers**

Refer to Goal 3: Accuracy (Lessons 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12), Goal 4: Fluency (4.6, 4.8) in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.  
 Foundations Letters: c,o

<b>Learning Goal/Objective</b>  <b>We are learning to/that . . .</b>	<b>Suggested Learning Activities</b>  <b>. . . by engaging in this task</b>
WALT read words in our books	<p>By using our <a href="#">superpowers</a> (using <a href="#">Kit</a> or decodable text)</p> <ul style="list-style-type: none"> <li>● Pattern power- <i>Kit</i></li> <li>● Pointer power</li> <li>● Snap word power- <i>Kit’s Hats</i></li> <li>● Persistence power</li> </ul> <p>By using our <a href="#">sidekicks</a></p> <ul style="list-style-type: none"> <li>● Lefty Larry</li> <li>● Grapheme Grasshopper</li> <li>● Blendy Wendy</li> <li>● Lucy Lightbulb</li> </ul> <p>By strengthening our super powers and sidekicks (small group or whole class based on data)</p> <ul style="list-style-type: none"> <li>● Book shopping- how to choose books for your book box.</li> <li>● Pattern power               <ul style="list-style-type: none"> <li>○ Figuring out changing words in the pattern (seesaw pattern- <i>Kit &amp; Stan</i>)</li> <li>○ Suggested: Interactive Class Book: “This is _____. ____ can sit.”</li> <li>○ Surprise endings- <i>Kit and Stan</i></li> </ul> </li> </ul>

- Snap word power
  - Reading books without a pattern.
  - Reading sight word poems (to, do, the, and, she, he, we, me, be, you, up, by, my, have, has, his, was, for, or)
- Grapheme Grasshopper
  - [Checking the beginning middle and end.](#)
  - [Clipping the consonants.](#)
  - [Saying each sound once.](#)
  - [Saying the sound, not the name.](#)
  - [Fixing It by Checking Each Letter.](#)
  - [Using your phonics when reading- digraphs.](#)
- Blendy Wendy
  - [Staying focused on the word.](#)
  - [Choosing a way to blend.](#)
  - [Use your phonics when reading- blends](#)
- Pointer power
  - [Fix It By Tracking Word by Word](#)
- Lucy Lightbulb
  - [Check in With Yourself, Reread, Fix Up](#)
  - [If You Slowed to Decode, Go Back Over the Road](#)
  - [Whoa, Slow, Go](#)
  - [Find a good pace](#)
  - [Scoop Up Words to Read in Phrases](#)

**Module 3: Building Habits of Discussion**

Refer to Goal 12: Conversation (Lessons 12.1, 12.2, 12.3, 12.6) in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

Foundations Letters: a,g

<b>Learning Goal/Objective</b>  <b>We are learning to/that . . .</b>	<b>Suggested Learning Activities</b>  <b>. . . by engaging in this task</b>
WALT identify characters, settings, and major events in a story	by <ul style="list-style-type: none"><li>● being immersed in a variety read aloud texts to learn more about story elements.</li><li>● engaging in teacher facilitated discussions around the following:<ul style="list-style-type: none"><li>○ Who is the story about? (characters)</li><li>○ Where and when is the story taking place? (setting)</li><li>○ Sequencing the story in order using pictures.</li></ul></li></ul>
WALT follow agreed-upon norms for discussions and continue a conversation through multiple exchanges	by <ul style="list-style-type: none"><li>● <a href="#">Setting yourself up to listen</a> to and discuss Gingerbread books (books were read in unit 1).</li><li>● <a href="#">Setting yourself up to listen</a> to and discuss <i>The Mitten</i> by Jan Brett.</li><li>● <a href="#">listening and connecting to reading partners</a> to share which part was your favorite and why.</li><li>● <a href="#">listening and repeating back what you heard</a> to share how you would build your own gingerbread house based on what you read.</li></ul>

### 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.*

#### Students with IEPs

- Use various methods to understand a student’s learning style: observation, conferring
- 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 superpowers and sidekicks.
- Provide choices of 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.
- Build anchor charts on how to read independently.
- Provide shared reading strategy to model reading books.
- Model text to word connections.
- Model retell to support sequence recall.
- Provide opportunities to practice book selection process.
- Provide opportunity to practice completing a reading log.
- Provide students with individual text that they can read independently.
- Train students’ brains and bodies for sustained silent reading by increasing the time allotment gradually.

	<ul style="list-style-type: none"> <li>● Decode tricky words by using the reading superpowers posters.</li> <li>● Provide individual copies of books that will allow students to match pictures to words.</li> <li>● Incorporate differentiated reading techniques, such as tiered assignments.</li> </ul>
<b>Students with 504s</b>	<ul style="list-style-type: none"> <li>● Use preferential seating.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide direct instruction and reinforce reading superpowers and sidekicks.</li> <li>● Provide students with individual text that they can read independently.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide direct, explicit instruction using Wilson Foundations lessons.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide audio books when available.</li> <li>● Build anchor charts on how to read independently.</li> <li>● Train students' brains and bodies for sustained silent reading by increasing the time allotment gradually.</li> <li>● Decode tricky words by using the reading strategies posters.</li> <li>● Model text to word connections.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<b>Students at Risk</b>	<ul style="list-style-type: none"> <li>● Ask students to recall what they already know in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model book selection process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction and reinforce reading superpowers and sidekicks.</li> <li>● Provide students with individual text that they can read independently.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide direct, explicit instruction using Wilson Foundations lessons.</li> <li>● Provide audio books when available.</li> <li>● Use modeling, role playing and cuing.</li> </ul>

	<ul style="list-style-type: none"> <li>● Train students’ brains and bodies for sustained silent reading by increasing the time allotment gradually.</li> <li>● Decode tricky words by using the reading strategies posters.</li> </ul>
<b>Talented and Gifted</b>	<ul style="list-style-type: none"> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide opportunities for students to work with striving readers.</li> <li>● Provide advanced level texts for practice.</li> <li>● Use higher-level questioning providing opportunities for critical and creative reading.</li> <li>● Allow students to demonstrate mastery through a culminating project.</li> <li>● Provide student opportunities to set their own agenda.</li> <li>● Provide additional resources to develop and deepen levels of understanding.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide students with their own copies of the text that they can read independently.</li> </ul>
<b>Multilingual Learners</b>	<ul style="list-style-type: none"> <li>● Ask students to recall what they already know in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model book selection process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct, explicit instruction with visuals.</li> <li>● Build anchor charts with students and continually refer to them as you teach.</li> <li>● Provide students with individual text that they can read independently.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide direct, explicit instruction using Wilson Foundations lessons.</li> <li>● Provide audio books when available.</li> <li>● Use modeling, role playing and cuing.</li> <li>● Train students’ brains and bodies for sustained silent reading by increasing the time allotment gradually.</li> <li>● Decode tricky words by using the reading strategies posters.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>



- Provide opportunities to increase vocabulary and build background knowledge.

**Diversity Mandate Read-aloud Lesson Plans**

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

**Unit 3: Growing Expertise in Information Texts (February- April)**

**Unit Overview:**

Students begin to dive into nonfiction books and read to learn about a topic. They will recognize how nonfiction texts differ from fiction texts. Students will continue to build upon their habits of discussion by engaging in conversations about the texts. They will discuss new vocabulary words while trying to figure out their meaning, both independently and with partners. This nonfiction unit brings in many of the kindergarten social studies standards as students are guided through a discovery of America, Then and Now, by exploring a variety of texts, including decodable books, on the topic.

**Standards Addressed in this Unit**

**Language Domain: Foundation Skills Reading**

*Print Concepts*

L.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.

### *Phonological Awareness*

L.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. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### *Phonics and Word Recognition*

L.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 words and grade level irregular words with automaticity.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

### *Fluency*

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

## **Language Domain: Foundations Skills Writing**

L.VL.K.2. With prompting and support, ask and answer questions to help 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).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

### Reading Domain

RI.CR.K.1. With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.TS.K.4. Recognize common types of informational texts (e.g. biographies, recipes, how-to manuals) and identify features of print (front cover, back cover, and title page of a book).

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information.

RI.MF.K.6. 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.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

### Writing Domain

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

### Speaking and Listening Domain

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

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### 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.

Assessment	
<b>Benchmark</b>	DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II
<b>Possible Ongoing Assessments</b>	<ul style="list-style-type: none"> <li>● Conferring Notes: daily observation of students' participation and conversation with partners</li> <li>● Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)</li> <li>● Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)</li> <li>● <a href="#">Heggerty Progress Monitoring/ Benchmark Assessments</a></li> <li>● Foundations Unit Assessments</li> </ul>

Materials/Resources	
Suggested Read Aloud Texts	Additional Resources
<p><b>Texts for Teaching Point</b></p> <p>Geodes Texts: Module 3 America, Then and Now</p> <ul style="list-style-type: none"> <li>● <i>Build a Log Cabin</i></li> <li>● <i>Three Sisters</i></li> <li>● <i>Bath Night</i></li> <li>● <i>Ice Harvest</i></li> <li>● <i>Call a Cab</i></li> <li>● <i>The First Car to Get That Far</i></li> <li>● <i>The Golden Gate</i></li> <li>● <i>Fly, Amelia, Fly</i></li> <li>● <i>Lightning Ben</i></li> <li>● <i>Frank’s Ice Pops</i></li> <li>● <i>Ella Sang Back</i></li> <li>● <i>Scraping the Sky</i></li> <li>● <i>The Flag is Up</i></li> <li>● <i>Statue of Liberty</i></li> <li>● <i>Sea to Shining Sea</i></li> <li>● <i>Washington Crossing the Delaware</i></li> </ul> <p>Scholastic Bookroom:</p> <p><i>Let’s Read About George Washington</i> by Kimberly Weinberger</p> <p><i>The Camping Trip That Changed America</i> by Barb Rosenstock</p> <p><i>What’s the Big Idea, Ben Franklin?</i> By Jean Fritz</p> <p><i>LaRue Across America: Postcards From the Vacation</i> by Mark Teague</p>	<p><a href="#">Decodable Poems</a></p> <p>Heggerty Phonemic Awareness: Lessons 19-28</p> <p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><a href="#">Heggerty K Scope and Sequence</a></p> <p>Foundations: Unit 3 Weeks 1-6</p> <p><a href="#">Foundations Trick Words</a></p> <p><a href="#">Fry Frequency Word Lists</a>-75% of First 50 words for K</p> <p><a href="#">American Heritage word frequency list</a>-75% of first 50 words</p> <p><a href="#">Wilson Foundations Scope and Sequence</a></p> <p><a href="#">Teaching Trick Word Expert Tips</a></p> <p><a href="#">Acquisition of Sight words</a></p> <p>Scholastic News</p> <p>Newsela</p> <p>Reading A to Z</p> <p>HMH Social Studies Magazines</p>

<p>National Geographic Texts Science Letters and Sounds decodable texts</p> <p><b>Additional Read Aloud Texts for Comprehension</b> <i>Each Kindness</i> by Jacqueline Woodson <i>The Otherside</i> by Jacqueline Woodson</p>	<p><a href="#">UFLI Foundations Toolbox</a></p>
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<p><b>Module 1: Understanding Nonfiction through Discussion</b> Refer to Goal 10: Comprehending Text Features (Lessons 10.6, 10.7), Goal 12: Conversation (Lesson 12.3) in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) to support this module.</p>	
<p><b>Learning Goal/Objective</b></p> <p><b>We are learning to/that . . .</b></p>	<p><b>Suggested Learning Activities</b></p> <p><b>. . . by engaging in this task</b></p>
<p>WALT recognize common types of informational texts</p>	<p>by</p> <ul style="list-style-type: none"> <li>● examining a variety of nonfiction texts including: <ul style="list-style-type: none"> <li>○ biographies (HMH and Scholastic)</li> <li>○ how-to manuals (Scholastic crafts, videos of how to draw, Origami books)</li> <li>○ recipes</li> <li>○ magazines</li> </ul> </li> <li>● noticing similarities and differences between texts.</li> </ul>
<p>WALT develop book awareness and concepts of print</p>	<p>by</p> <ul style="list-style-type: none"> <li>● identifying the front and back of the book.</li> <li>● pointing to where to start reading.</li> </ul>

	<ul style="list-style-type: none"> <li>● sharing where to go when you come to the end of the page.</li> <li>● using the scan and plan strategy to look at texts to notice the layout and organization to plan for how to read the information.</li> <li>● <a href="#">sharing the above with a partner.</a></li> <li>● Reading sight word poems (from, your, are, but, one, of, they, this, that, all, with, when, which).</li> </ul>
WALT name the author and illustrator of a text and define the role of each	<p>by</p> <ul style="list-style-type: none"> <li>● exploring nonfiction texts and discussing how the author and illustrator work together to develop the book.</li> </ul>
WALT describe the relationship between illustrations and the text in which they appear	<p>by</p> <ul style="list-style-type: none"> <li>● examining a variety of books, both fiction and nonfiction, and discussing how the illustration connects to and enhances the story.</li> <li>● sharing the person, place, thing, or idea in the text an illustration depicts.</li> <li>● looking closely at the pictures to see how they connect to the words in the text.</li> <li>● asking, “What do I see in the image that is the same as what is explained in the words?” and, <a href="#">“What information do I get from the photo that goes beyond what is written in the text?”</a></li> <li>● <a href="#">telling a partner one sentence that explains what can be seen in the picture.</a></li> </ul>
WALT an author gives reasons to support ideas in a text	<p>by</p> <ul style="list-style-type: none"> <li>● supporting students in revisiting previously read texts to identify ways the author supports ideas.</li> </ul>



<p>WALT retell stories including key details, with prompting and support (e.g., who, what, when, where, why and how)</p>	<p>by</p> <ul style="list-style-type: none"> <li>● asking and answering questions about the text.</li> <li>● sharing facts learned in the books with a partner.</li> <li>● using sentence stems to support student-to-student discussion of books. <ul style="list-style-type: none"> <li>○ <a href="#">Readers TALK About Books</a></li> </ul> </li> </ul>
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<p><b>Module 2: Becoming a Detective to Understand Texts Better</b>  Refer to Goal 8: Comprehending Topics and Main Ideas (Lesson 8.2), Goal 9: Comprehending Key Details (Lessons 9.1, 9.2, 9.3, 9.5), Goal 10: Comprehending Text Features (Lessons 10.8, 10.10), in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) to support this module.</p>	
<p><b>Learning Goal/Objective</b></p> <p><b>We are learning to/that . . .</b></p>	<p><b>Suggested Learning Activities</b></p> <p><b>. . . by engaging in this task</b></p>
<p>WALT ask and answer questions to help determine or clarify the meaning of unknown words</p>	<p>by</p> <ul style="list-style-type: none"> <li>● thinking about what we already know about the word or the topic the text is about.</li> <li>● being conscious and curious- expecting to learn new words or familiar words used in different ways.</li> <li>● <a href="#">Stopping and rereading if confused</a></li> <li>● becoming aware of the words you know and don't know. <ul style="list-style-type: none"> <li>○ <a href="#">Noticing bold words</a></li> <li>○ <a href="#">Use text features to learn meaning</a></li> </ul> </li> </ul>
<p>WALT identify the main topic and key details of an informational text</p>	<p>by</p> <ul style="list-style-type: none"> <li>● thinking about what the book is about.</li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">noticing what repeats.</a></li> <li>● identifying <a href="#">new information when reading.</a></li> <li>● <a href="#">activating prior knowledge before reading.</a></li> <li>● <a href="#">summarizing information when reading or listening to a text.</a></li> </ul>
WALT identify and explain the connection between two individuals, events, ideas, or pieces of information in a text	<p>by</p> <ul style="list-style-type: none"> <li>● creating timelines of events in nonfiction texts that occur throughout American history.</li> <li>● reviewing the sequence of events in the nonfiction text to see how one event builds upon the next. <ul style="list-style-type: none"> <li>○ Geodes texts-America, Then and Now</li> </ul> </li> </ul>

**Module 3: Bringing it All Together as a Reader of Nonfiction**

Refer to Goal 1: Emergent Literacy and Language Development (Lesson 1.14)

<b>Learning Goal/Objective</b>	<b>Suggested Learning Activities</b>
<b>We are learning to/that . . .</b>	<b>. . . by engaging in this task</b>
WALT identify basic similarities in and differences between two informational texts on the same topic	<p>by</p> <ul style="list-style-type: none"> <li>● reading multiple books on a topic. <ul style="list-style-type: none"> <li>○ Topics may include: <ul style="list-style-type: none"> <li>■ local community members</li> <li>■ local government</li> <li>■ folk heroes</li> <li>■ American symbols</li> </ul> </li> </ul> </li> <li>● sharing with someone who has the same topic:</li> </ul>

	<ul style="list-style-type: none"> <li>○ 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)</li> <li>○ Reading A to Z</li> <li>○ Geodes texts- America, Then and Now</li> <li>● Playing <u>The Same and Different</u> Game: <ul style="list-style-type: none"> <li>○ Introduce <a href="#">Compare and Contrast</a> Chart (top right box)</li> </ul> </li> <li>● Thinking what is the author trying to teach you: <ul style="list-style-type: none"> <li>○ What does the author want you to learn? What is the same and different about the information on the pages?</li> </ul> </li> </ul> <p>*books show levels so teachers know where to find book in teacher resource room.</p>
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<p style="text-align: center;"><b>Modifications</b></p> <p><i>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.</i></p>	
<p><b>Students with IEPs</b></p>	<ul style="list-style-type: none"> <li>● Use preferential seating.</li> <li>● Use HoverCam to identify and highlight key ideas.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Provide explicit and direct instruction with examples on marking up the text.</li> <li>● Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”</li> <li>● Provide sample responses to text questions.</li> <li>● Provide guided notes on strategies for close reading.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide leveled texts.</li> <li>● Provide audiobooks with paper copies for marking up when possible.</li> <li>● Provide visuals such as audio and/or video clips and multiple short stories.</li> </ul>
<b>Students with 504s</b>	<ul style="list-style-type: none"> <li>● Use preferential seating.</li> <li>● Use HoverCam to identify and highlight key ideas.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Provide explicit and direct instruction with examples on marking up the text.</li> <li>● Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”</li> <li>● Provide sample responses to text questions.</li> <li>● Provide guided notes on strategies for close reading.</li> <li>● Provide leveled texts.</li> <li>● Provide audiobooks with paper copies for marking up when possible.</li> <li>● Provide visuals such as audio and/or video clips and multiple short stories.</li> </ul>
<b>Students at Risk</b>	<ul style="list-style-type: none"> <li>● Use preferential seating.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Model comparing and contrasting nonfiction topics.</li> <li>● Provide explicit and direct instruction with examples on basic nonfiction features.</li> <li>● Provide explicit and direct instruction on creating an expert word list.</li> <li>● Provide choice of nonfiction texts to engage students in reading.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Include hands-on activities.</li> <li>● Model fluency, intonation, and inflection while reading aloud.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide direct, explicit instruction using Wilson Foundations lessons.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide audio books when available.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> </ul>
<b>Talented and Gifted</b>	<ul style="list-style-type: none"> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide students with their own copies of the text that they can read independently.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide student opportunities to set their own agenda.</li> <li>● Use more advanced texts.</li> <li>● Use higher-level questioning providing opportunities for critical and creative reading.</li> <li>● Allow students to demonstrate mastery through a culminating project.</li> <li>● Provide additional resources to develop and deepen levels of understanding.</li> </ul>
<b>Multilingual Learners</b>	<ul style="list-style-type: none"> <li>● Use preferential seating.</li> <li>● Use HoverCam to identify and highlight key ideas.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Provide explicit and direct instruction with examples on marking up the text.</li> <li>● Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”</li> <li>● Provide sample responses to text questions.</li> <li>● Provide guided notes on strategies for close reading.</li> <li>● Provide audiobooks with paper copies for marking up when possible.</li> <li>● Provide visuals such as audio and/or videoclips and multiple short stories.</li> <li>● Provide opportunities to increase vocabulary and build background knowledge.</li> </ul>

## Unit 4: Putting it all Together- Understanding Reading (April - June)

### 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 module, students focus on their characters in fiction stories and identify how they feel during different parts. They will engage in conversations with peers about the characters in the books they are reading. At the end of that module, students will read multiple versions of the same story and identify ways each author made the story unique while following the same storyline. Then, in module two, students dive back into their nonfiction books to learn more about a topic of their choice and engage in discussions that require students to ask and answer questions about the topic to learn more. Finally, in the last module, students will gain an understanding of vocabulary and shades of meaning by examining the word choices in both fiction and nonfiction texts.

### Standards Addressed in this Unit

#### Language Domain: Foundation Skills Reading

#### *Print Concepts*

L.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.

#### *Phonological Awareness*

L.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. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### *Phonics and Word Recognition*

L.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 words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

### *Fluency*

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

## **Language Domain: Foundations Skills Writing**

### *Sound-Letter Basics*

L.WF.K.1 Demonstrate command of the conventions of writing.

- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

## **Reading Domain**

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.MF.K.6. 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.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

### Writing Domain

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

### Speaking and Listening Domain

SL.PE.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.II.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.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  
SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  
SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  
SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **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.

## **Assessment**

<b>Benchmark</b>	DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II
<b>Possible Ongoing Assessments</b>	<ul style="list-style-type: none"> <li>● Conferring Notes: daily observation of students' participation and conversation with partners</li> <li>● Teacher-student conferences (e.g. individual, small group, strategy group and guided reading)</li> <li>● Reading logs, reader's notebooks, writing about reading evidence (e.g. Post-its, journal entries, writing long about reading)</li> <li>● <a href="#">Heggerty Progress Monitoring/ Benchmark Assessments</a></li> <li>● Foundations Unit Assessments</li> </ul>

Materials/Resources	
Suggested Read Aloud Texts	Additional Resources
<p><b>Texts for Teaching Point</b></p> <p><b>Read Aloud Texts for Comprehension</b>  <i>Hair Love</i> by Matthew A. Cherry  <i>Jumanji Jumps</i> by Chris Van Allsburg  <i>Not Norman</i> by Kelly Bennett  <i>Gossie</i> by Olivier Dunrae  <i>As the Crow Flies</i> by Gail Hartman  <i>Barnyard Banter</i> by Denise Fleming  <i>Same, Same, But Different</i> by Jenny Sue Kostecki-Shaw  <i>A Letter to Amy</i> by Ezra Jack Keats</p>	<p><a href="#">Decodable Poems</a></p> <p>Heggerty Phonemic Awareness: Lessons 29-35  L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><a href="#">Heggerty K Scope and Sequence</a></p> <p>Foundations: Unit 4 Weeks 1-4, Unit 5 Weeks 1-6  <a href="#">Foundations Trick Words</a>  <a href="#">Fry Frequency Word Lists</a>-75% of First 50 words for K  <a href="#">American Heritage word frequency list</a>-75% of first 50 words  <a href="#">Wilson Foundations Scope and Sequence</a>  <a href="#">Teaching Trick Word Expert Tips</a>  <a href="#">Acquisition of Sight words</a></p> <p><a href="#">UFLI Foundations Toolbox</a></p>

**Module 1: Building Habits of Discussion**

Refer to Goal 1: Emergent Literacy and Language Development (Lesson 1.7), Goal 6: Comprehending Characters (Lessons 6.1, 6.3, 6.4, 6.5, 6.6) Goal 7: Comprehending Theme (Lesson 7.4), Goal 12: Conversation (Lessons 12.1, 12.2, 12.3, 12.6) in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

Foundations Letters: a,g

<b>Learning Goal/Objective</b>  <b>We are learning to/that . . .</b>	<b>Suggested Learning Activities</b>  <b>. . . by engaging in this task</b>
<p>WALT follow agreed-upon norms for discussions and continue a conversation through multiple exchanges</p> <p>*Students will engage in accountable talk using the content of the books listed in the WALT statements below. (Ex. Using Jumanji Jumps as a read aloud, students will identify the characters, setting, and major events THEN engage in accountable talk by sharing what they noticed in the text.)</p>	<p>by</p> <ul style="list-style-type: none"><li>● Practicing how to engage in accountable talk.<ul style="list-style-type: none"><li>○ <a href="#">Setting yourself up to listen</a> to and discuss books</li><li>○ <a href="#">listening and connecting to reading partners</a> to share which part was your favorite and why.</li><li>○ <a href="#">listening and repeating back what you heard</a> to share what your partner liked best and why.</li><li>○ Using accountable talk and revisiting <a href="#">Readers Talk about Books</a><ul style="list-style-type: none"><li>■ I notice..</li><li>■ I think...</li><li>■ What do you think?</li><li>■ Why do you think that?</li></ul></li></ul></li></ul>
<p>WALT identify characters, settings, and major events in a story.</p>	<p>by</p> <ul style="list-style-type: none"><li>● reading/listening to a variety of texts to practice:<ul style="list-style-type: none"><li>○ <a href="#">Acting like the character to understand them.</a></li><li>○ <a href="#">Identifying how the character is feeling</a> (heart on popsicle stick).</li><li>○ <a href="#">Put on the character’s face and identify how they feel:</a> How do you know (body language and facial expression)?</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ Recording their thoughts on a post it (text to self): <ul style="list-style-type: none"> <li>■ <a href="#">Feel what characters are feeling</a></li> <li>■ Feelings: happy face, sad face</li> </ul> </li> <li>○ <a href="#">Adding character’s thoughts and speech:</a> <ul style="list-style-type: none"> <li>■ What is the character thinking?</li> <li>■ What might they say?</li> <li>■ Suggested: <a href="#">speech bubble and thought bubble</a></li> </ul> </li> <li>○ Using precise feeling words when talking about how characters feel: <ul style="list-style-type: none"> <li>■ Happy- cheerful, joyful, satisfied, content</li> <li>■ Sad- upset, disappointed, gloomy</li> <li>■ Mad- angry, frustrated, furious</li> </ul> </li> <li>○ <a href="#">Learning from when a character’s feelings change.</a></li> </ul>
<p>WALT identify basic similarities in and differences between two literary texts on the same topic</p>	<p>by</p> <ul style="list-style-type: none"> <li>● reading additional versions of The Gingerbread Man and sharing what was the same and different between both stories. (<a href="#">remind yourself of the characters</a>, setting, etc)</li> <li>● <a href="#">Taking turns without raising hands</a> to compare the new versions with the examples read in unit 2.</li> <li>● identifying which version is the favorite and why.</li> </ul>

<p><b>Module 2: Revisiting Nonfiction to Become an Expert</b>  Refer to Goal 1: Emergent Literacy and Language Development (Lessons 1.11, 1.14), Goal 8: Comprehending Topics and Main Ideas (Lesson 8.1), Goal 10: Comprehending Text Features (Lessons 10.2, 10.4) in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) to support this module.</p>	
<p><b>Learning Goal/Objective</b></p> <p><b>We are learning to/that . . .</b></p>	<p><b>Suggested Learning Activities</b></p> <p><b>. . . by engaging in this task</b></p>

<p>WALT ask and answer questions about key details in an informational text (e.g., who, what, where, when, <b>why, how</b>).</p>	<p>by</p> <ul style="list-style-type: none"> <li>● Revisiting your <a href="#">wonders</a> to see if the author answered them.</li> <li>● <a href="#">Scanning the whole page to read text and features</a> and how they can teach us too! <ul style="list-style-type: none"> <li>○ Captions</li> <li>○ Labels</li> <li>○ Diagrams</li> </ul> </li> <li>● <a href="#">Connecting information</a> to say how each page relates to the main idea.</li> <li>● <a href="#">Noticing when the author switches gears (subtopics) and why.</a></li> </ul>
<p>WALT 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).</p>	<p>by</p> <ul style="list-style-type: none"> <li>● <a href="#">Bringing pictures to life.</a></li> <li>● <a href="#">Describing whole and teeny-tiny details</a></li> </ul>

**Module 3: Words are Powerful: Choose Wisely (fiction & nonfiction)**  
Refer to Goal 1: Emergent Literacy and Language Development (Lessons 1.9, 1.10, 1.14), Goal 5: Comprehending Plot and Setting (Lesson 5.6), Goal 6: Comprehending Characters (Lesson 6.2), Goal 7: Comprehending Theme (7.2), Goal 8: Comprehending Topics and Main Ideas (Lessons 8.4, 8.5) in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

<b>Learning Goal/Objective</b>	<b>Suggested Learning Activities</b>
<p><b>We are learning to/that . . .</b></p>	<p><b>. . . by engaging in this task</b></p>
<p>WALT read words in our books</p>	<p>By using our <a href="#">sidekicks</a> (review and add new)</p> <ul style="list-style-type: none"> <li>● Grapheme Grasshopper <ul style="list-style-type: none"> <li>○ Long short vowels</li> </ul> </li> <li>● Chase the Base <ul style="list-style-type: none"> <li>○ Reading high frequency words with endings -s, -ed, -ing</li> </ul> </li> <li>● Syllable Sam</li> </ul>

	<ul style="list-style-type: none"> <li>● Reading sight word poems (said, use, each, had, there, their, how, what, words, were).</li> </ul>
WALT name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text	<p>By</p> <ul style="list-style-type: none"> <li>● <a href="#">Helping us talk like an expert</a></li> <li>● Creating expert word lists (Example: <a href="#">pet words</a>).</li> <li>● <a href="#">Having different people tell a story (character, narrator)</a></li> <li>● <a href="#">Describing the main idea using the conclusion.</a></li> <li>● <a href="#">Finding key sentences to tell the main idea.</a></li> </ul>
WALT describe familiar people, places, things, and events and, with prompting and support, provide additional detail	<p>By</p> <ul style="list-style-type: none"> <li>● <a href="#">Looking closely to say a few details</a></li> <li>● <a href="#">Using our senses to describe the setting</a></li> <li>● <a href="#">Giving advice to the character</a></li> </ul>
WALT identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	<p>By</p> <ul style="list-style-type: none"> <li>● <a href="#">Connecting information</a> from non-fiction to fiction.</li> </ul>

### 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.*

<b>Students with IEPs</b>	<ul style="list-style-type: none"> <li>● Use preferential seating.</li> <li>● Use HoverCam to identify and highlight key ideas.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Provide explicit and direct instruction with examples on marking up the text.</li> <li>● Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”</li> </ul>
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	<ul style="list-style-type: none"> <li>● Provide sample responses to text questions.</li> <li>● Provide guided notes on strategies for close reading.</li> <li>● Provide leveled texts.</li> <li>● Provide audiobooks with paper copies for marking up when possible.</li> <li>● Provide visuals such as audio and/or videoclips and multiple short stories.</li> </ul>
<b>Students with 504s</b>	<ul style="list-style-type: none"> <li>● Use preferential seating.</li> <li>● Use HoverCam to identify and highlight key ideas.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Provide explicit and direct instruction with examples on marking up the text.</li> <li>● Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”</li> <li>● Provide sample responses to text questions.</li> <li>● Provide guided notes on strategies for close reading.</li> <li>● Provide leveled texts.</li> <li>● Provide audiobooks with paper copies for marking up when possible.</li> <li>● Provide visuals such as audio and/or videoclips and multiple short stories.</li> </ul>
<b>Students at Risk</b>	<ul style="list-style-type: none"> <li>● Use preferential seating.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Model comparing and contrasting nonfiction topics.</li> <li>● Provide explicit and direct instruction with examples on basic nonfiction features.</li> <li>● Provide explicit and direct instruction on creating an expert word list.</li> <li>● Provide choice of nonfiction texts to engage students in reading.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Include hands-on activities.</li> <li>● Model fluency, intonation, and inflection while reading aloud.</li> <li>● Model productive and engaging partner talk.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide direct, explicit instruction using Wilson Foundations lessons.</li> <li>● Provide audio books when available.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> </ul>
<b>Talented and Gifted</b>	<ul style="list-style-type: none"> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide students with their own copies of the text that they can read independently.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide student opportunities to set their own agenda.</li> <li>● Use more advanced texts.</li> <li>● Use higher-level questioning providing opportunities for critical and creative reading.</li> <li>● Allow students to demonstrate mastery through a culminating project.</li> <li>● Provide additional resources to develop and deepen levels of understanding.</li> </ul>
<b>Multilingual Learners</b>	<ul style="list-style-type: none"> <li>● Use preferential seating.</li> <li>● Use HoverCam to identify and highlight key ideas.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Provide explicit and direct instruction with examples on marking up the text.</li> <li>● Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”</li> <li>● Provide sample responses to text questions.</li> <li>● Provide guided notes on strategies for close reading.</li> <li>● Provide audiobooks with paper copies for marking up when possible.</li> <li>● Provide visuals such as audio and/or videoclips and multiple short stories.</li> </ul>