

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade Level: Kindergarten/ Content Area: READING**

**Curriculum**

Pacing Guide for Reading and Writing Units of Study

<b>Month</b>	<b>Reading Unit</b>	<b>Writing Unit</b>	<b>Phonics Unit</b>
<b>September/October</b>	We are Readers: Building Habits and Routines (Book 1)	Launching the Writing Workshop (Book 1)	Making Friends with Letters (Books 1)
<b>October/November</b> (Book Baggies Home by Oct. 15)	Emergent Reading: Looking Closely at Familiar Texts (If... Then...)	Show and Tell: From Labels to Pattern Books (New Book 2018)	Word Scientists (Book 2)
<b>November/ December</b>	Just Right Books: Using Our Superpowers to Read (Book 2)	Writing for Readers (Book 2)	Word-Part Power (Book 3)
<b>January/February</b>	Bigger Books, Bigger Reading Muscles (Book 3)	How-to Books (Book 3)	Vowel Power (Book 4)
<b>March /April</b>	Becoming Avid Readers (Book 4)	Persuasive Writing of All Kinds (Book 4)	Playing with Phonics (Book 5)
<b>May/June</b>	Characters (If... Then...)	Writing Narrative Stories	If... Then... Phonics (Online Resources)

# Unit 1: We Are Readers: Building Habits and Routines

September/October

The title of this unit is *We Are Readers*. In a very real way, you are actually trying to show students that they already *are* readers. Reading has often been thought of as something that is done in one just-right way. But in this unit, you hold tight to the idea that there are a lot of ways to be a reader. Everyone is welcome, because there are so many ways to be a reader. Your kindergarteners can do amazing things this year, because we welcome all their attempts and call each of those attempts reading. Everybody joins. Nobody opts out.

During Bend I in this unit, the goal is to convey to children that they can read up a storm reading by themselves and with others, and that they can learn about the world through reading. Many will not be reading conventionally but will instead be approximating and growing into this work. Throughout this bend, you want to encourage reading for meaning above all. Additionally, you will support students in developing the necessary habits and routines of reading workshop. In Bend II, students will continue to read learn-about-the-world books, but the bulk of workshop time will now be devoted to the reading of old favorites storybooks, which you will have scaffolded with your repeated readings.

Reading	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> <li>● Establish habits and routines of reader's workshop</li> <li>● Read and reread emergent storybooks</li> <li>● Read and interpret nonfiction text</li> </ul>	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<input type="checkbox"/> What does reading workshop look and sound like? <input type="checkbox"/> Why is it important to read and enjoy books? <input type="checkbox"/> How do readers share what they've read with others?	Students will understand that... <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading workshop is a safe and fun place to read and explore books</li> <li><input type="checkbox"/> Books are filled with information and stories that we can read in different ways.</li> <li><input type="checkbox"/> Books are meant to be shared in various ways, which help us enjoy and understand our books better.</li> </ul>

## Unit 2: Emergent Reading: Looking Closely at Familiar Texts

November/December

This unit continues to support our students' reading identity. Through the work within emergent texts, children will grow a deeper understanding of the story, a stronger sense of the language of text, and an increased willingness to read it themselves. Rereading emergent storybooks helps to increase receptive language skills, vocabulary inventory, concept knowledge, and understanding of language structures (syntax) in books, and a sense for how stories tend to go. Through this unit, you will bolster your children's sense for how stories go, as well as their literary language and expression. They will begin to think more deeply about story elements such as characters and plot. You may decide to split reading workshop into two parts: One part to continue the work you've been doing with building stamina and a second part for children to read emergent storybooks in a focused, concentrated way.

In Bend I, students will "read" emergent storybooks from shared bins out loud. You will support students as they grow stronger in their emergent reading, progressing along the Sulzby Scale with coaching. In Bend II you will coach students to sue the pictures with a mix of oral storytelling and story language. In Bend III, you will guide students to play games and invent fun things to do with emergent storybooks to deepen understanding along with engagement.

Reading	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Children will grow a deeper understanding of the story</li> <li><input type="checkbox"/> Children will develop a stronger sense of the language of text</li> <li><input type="checkbox"/> Bolster children's sense for how stories go, as well as their literary language and expression</li> <li><input type="checkbox"/> Introduction of story elements such as characters and plot</li> </ul>	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> How do we read emergent stories?</li> <li><input type="checkbox"/> How can we make it sound like a story?</li> <li><input type="checkbox"/> What kind of talk can we have with our partners about emergent story books?</li> <li><input type="checkbox"/> How might a reader 'read' a storybook like a storyteller? (work on fluency and expression)</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We read emergent storybooks with purpose and understanding.</li> <li><input type="checkbox"/> Readers can retell their books while making it sound like a story.</li> <li><input type="checkbox"/> Readers can talk with their partners about the connections that they have between their books.</li> <li><input type="checkbox"/> We can read and story tell our texts in many different fun ways like a storyteller</li> </ul>

## Unit 3: Just Right Books: Using Our Superpowers to Read

November/December

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

In Bend I, readers will work to use their "superpowers" to grow towards conventional reading. This includes one-to-one matching, even on longer, multisyllabic words. Bend II will provide readers with more opportunities to draw on and orchestrate their repertoire of powers to be flexible and independent. Readers will be introduced to their snap word power, recognizing known words with automaticity, and some first letter work.

Reading	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> getting their minds ready to read just-right books</li> <li><input type="checkbox"/> thinking about the story as they read</li> <li><input type="checkbox"/> spotlighting print-based and comprehension-based strategies to help figure out what words say</li> <li><input type="checkbox"/> reading and talking with partners about texts</li> </ul>	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> How does a reader get their mind ready to read?</li> <li><input type="checkbox"/> Why and how should a reader think about the story as they read?</li> <li><input type="checkbox"/> What are some strategies that readers use to help figure out unknown words?</li> <li><input type="checkbox"/> How can readers discuss texts with their partners?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They have different ways to get their minds prepared before reading.</li> <li><input type="checkbox"/> Readers think about the story or text as they read.</li> <li><input type="checkbox"/> There are different strategies that readers use to help them figure out unknown words.</li> <li><input type="checkbox"/> Discussing books adds to enjoyment, fluency and comprehension of what is read.</li> </ul>

## Unit 4: Bigger Books, Bigger Reading Muscles

## February-March

At this time of year, many of your students will be moving into C- and D-level books. This unit is designed to support the work of those levels—studying the ways in which books are becoming harder (noticing patterns across books), and using their knowledge of letters, sounds, and MSV to solve tricky words. Additionally, this unit places a particular emphasis on reading high-frequency words with automaticity, and on thinking and talking about books—critical components of reading at level C and beyond. Ultimately, the goal of this unit is to support the orchestration of ALL the strategies they have developed over the course of the school year to read more complex books with accuracy, fluency, and comprehension.

In Bend I, students will continue to use their super powers as well as acquire new powers such as pattern power. This bend also supports readers to tackle tricky words on each page, the pattern break that often comes at the end of the book, and to use to pattern to think about the whole book. In Bend II is focused on sound power and using more visual information to solve unknown words. In Bend III, readers graduate into having “Extra Super Powers.”

Reading	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students can become the kind of reader who can teach themselves and others about how to read</li> <li><input type="checkbox"/> Increased “just right” reading independence</li> <li><input type="checkbox"/> Students will use strategies and work through difficulties with independence and with partners</li> </ul>	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> How can I use strategies to read lots of books by myself and with my partner?</li> <li><input type="checkbox"/> How can my partner and I help each other use everything we know about reading the pictures and the words</li> <li><input type="checkbox"/> How can my partner and I use our talk to help us think about our books, and to ask and answer questions about them</li> </ul>	<p>Students will understand that..</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They can use all the strategies, or superpowers, they have learned so far all the time, and all by themselves</li> <li><input type="checkbox"/> They can help others use their superpowers to read successfully through reading together, acting parts out, and playing reading games</li> <li><input type="checkbox"/> Partners can read and retell their books, helping each other to read with expression and to retell in ways that show their understanding and attention to detail</li> </ul>

## Unit 5: Becoming Avid Readers

## April/May

In this unit, students will begin exploring the question, "What is an avid reader?" The goal is for kindergarteners to develop their interest and enthusiasm for reading so that reading becomes a lifelong love that extends *beyond* the classroom.

The unit is set up so that children are given ample opportunity to apply what they have learned into new settings, using strategies flexibly, and in multiple contexts. At this point, your teaching is less about new skills and more about transfer: making sure children can apply what they have learned with automaticity. Children are encouraged to work through difficulty in this unit. Supporting children with setting (and tracking) goals for their own learning, small group work, and conferring will be critical to supporting the transfer of the superpowers learned earlier this year.

In Bend I, readers are encouraged to think, talk, and role-play to bring their books to life. Students will explore characters' feelings to develop a deeper understanding of the text while working in partnerships and clubs. Bend II maintains the ideas, routines, and clubs from bend one but shifts the focus towards nonfiction. Students will learn new ways to use post-its that will help them monitor their reading. In Bend III, readers will explore poetry and songs. They will read and reread poems aloud to shtye can hear the rhythm and beat the poems create and think about how they make them feel.

Reading	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <li>• To continue to help children to control the particular print strategies they need in order to read texts at their just right level.</li> <li>• To teach children more strategies for word-solving, cross checking, self-correcting, and meaning making, and to model for them the resilience of careful readers.</li> </ul>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>• How can readers think about the story and about how books sounds to help them figure out words?</li> <li>• What can readers do when they reach a tricky part in their reading?</li> <li>• How can readers reread their books many times to make reading sound better and to help them understand more about the books?</li> <li>• How can readers help each other at tricky</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Readers can think about the story and how books sound to help them figure out tricky parts.</li> <li>• Readers react when they reach a tricky part in their reading.</li> <li>• Readers reread to help their reading sound better and to help them understand books.</li> <li>• Partners can help each other solve tricky parts in our books.</li> </ul>

parts?	
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## Unit 6: Characters

May/June

This unit uses children's natural inclination towards imitation and role-playing by inviting them to do this same sort of pretending with their characters. It focuses on comprehension skills such as inferring, activating prior knowledge, and synthesizing deeper understandings of characters by making connections and empathizing with a character's situation, experiences, and relationships. Children will be using their books to help them figure out how to act like the characters in those books. And, in the process of acting out their books, by being the characters in those books, your readers will also come to

know the characters (and perhaps themselves) better.

In Bend I, readers work to use strategies to get to know characters to deepen their comprehension. In Bend II, readers will work in partnerships to roleplay and pretend to be the characters to understand them better. In Bend III, readers will work in clubs to perform their books as reader's theater. In Bend IV, readers will work to "give the gift of readers" to others in their lives.

<b>Reading</b>	
<p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop comprehension skills such as inferring, activating prior knowledge, and synthesizing deeper understandings of characters</li> <li><input type="checkbox"/> Make connections and empathize with a character's situations, experiences, and relationships</li> <li><input type="checkbox"/> Identify the story elements of character, setting, and story events, and how these elements can help readers understand characters more deeply</li> </ul>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> How do readers get to know the characters in their books?</li> <li><input type="checkbox"/> How can I become an expert about the characters in my books?</li> <li><input type="checkbox"/> Why is it important to read and reread books?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Readers have strategies to get to know their characters really well.</li> <li><input type="checkbox"/> Readers can use their life experiences to make inferences about characters' feelings.</li> <li><input type="checkbox"/> Readers can talk about the events of the story with their partner or group.</li> <li><input type="checkbox"/> Readers reread their books to make the characters and stories come to life.</li> </ul>