

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

Curriculum

Suggested Pacing Guide for Reading and Writing Units of Study

Month	Reading Unit	Writing Unit	Grammar Skill & Word Work
September-October	We are Readers: Building Habits and Routines (book 1)	<i>Launching the Writing Workshop (book 1)</i>	--Emergent reading skills --Star Name --Letter name and sound identification through name study and phonics (Secret Stories)
November-December Book Baggies Home Beginning 10/15/2018	Emergent Reading: Looking Closely at Familiar Texts	<i>Show and Tell: From Labels to Pattern Books (new book)</i>	--Print many upper- and lowercase letters --Multi-sensory handwriting approach (i.e., Handwriting Without Tears)
January	Just Right Books: Using Our Superpowers to Read (book 2)	<i>Writing for Readers (book 2)</i>	--Word Study (Words Their Way) --Spell simple words phonetically --Sight Words/Word Wall (class and personal)
February-March	Bigger Books, Bigger Reading Muscles (book 3)	<i>How-to Books (book 3)</i>	--Write a letter or letters for most consonant and short-vowel sounds --Recognize and name end punctuation
April-May	Becoming Avid Readers (book 4)	<i>Persuasive Writing of All Kinds (book 4)</i>	--Produce complete sentences --Capitalize I and the first word in a sentence
May-June	Characters	<i>Writing Narrative Stories</i>	--Produce and expand complete sentences --Use inflected endings (-s, -ed, -ing)

We Are Readers: Building Habits and Routines (Book 1)

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. As they walk through the school and read the school walls at the beginning of the unit, their approximations are welcomed as reading. Your welcoming response to their approximations and your acceptance of their best efforts are a hallmark of this first unit. 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.

Your aim will be to draw your children toward conventional reading. You will move toward this reading slowly--first by establishing the habits and routines of readers workshop, then by reading fascinating nonfiction texts, and finally by reading and rereading emergent storybooks. You will move toward conventional reading by focusing your efforts on making sure that your children all learn that reading is something they *can* and *want* to do. When your children reach a point where they want to read a text conventionally but can't, when they are craving the skills and powers to read conventionally, then your teaching will teach them the skills they need to do that--foundational skills such as concepts of print and super powers that will allow them to take off as readers. Ultimately, we want children to finish this unit with a confident sense of reading identity.

Reading	
Big Ideas: Course Objectives / Content Statement(s) <ul style="list-style-type: none"> • Establish habits and routines of reader's workshop • Read and reread emergent storybooks • Read and interpret nonfiction text 	
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>
<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"> <input type="checkbox"/> Reading workshop is a safe and fun place to read and explore books <input type="checkbox"/> Books are filled with information and stories that we can read in different ways. <input type="checkbox"/> Books are meant to be shared in various ways, which help us enjoy and understand our books better.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:

<p>Reading Standards for Literature Key Ideas and Details: RL.K.1: With prompting and support, ask and answer questions about key details in a text (who, what, where, when, why, how). RL.K.2: With prompting and support, retell familiar stories, including key details (who, what, where, when, why, how). RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Bend 1: Launching with Learn-About-The-World Books <u>Session 1:</u> Today I want to teach you that readers walk through the world in a special way. They don't just see things. They <i>read</i> things. They read names and signs, directions and songs, too. We read our world by:</p> <ol style="list-style-type: none"> 1. Noticing signs and print in every place we go. 2. Looking at the words and thinking, "What might that say?" 3. Looking for more words in that place and trying again. <p><u>Session 2:</u> Today I want to teach you that you don't have to walk up and down the halls to read and learn about the world. You can sit anywhere, open up a book, and presto! You start to learn cool things about the world. I learn about my world by:</p> <ol style="list-style-type: none"> 1. Looking at the pictures on the cover and taking a guess about what I will learn. 2. Flipping to the first page and looking closely at all the parts of it. I say what I think I will learn. I do this on every page of the book. <p><u>Session 3:</u> Today I want to teach you something that every reader in the whole wide world knows. Every reader, from here to China, knows that it is fun to read all by yourself, privately, and quietly. And it is also fun to read with a friend. I can read by:</p> <ol style="list-style-type: none"> 1. Reading alone. I can make faces that show how I feel when I read the pages. I can also tell about all the facts I am learning on each page by telling across my fingers. 2. Reading with a partner. I put the book between my partner and I. We take turns pointing to and talking about what we notice. We may even ask our partner a question, and they can turn the pages to search for the answer in the book. <p><u>Session 4:</u> Today I want to teach you that when readers read books, they read the cover first, then they read the first page, the next, and the next--all the way to the end.</p> <ol style="list-style-type: none"> 1. I talk about all the things I see on the front cover, and I tell what I think the <i>whole</i> book will be about. I take a guess at what the title might be.
<p>Craft and Structure: RL.K.4: Ask and answer questions about unknown words in a text. RL.K.5: Recognize common types of texts (e.g. storybooks, poems). RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	
<p>Integration of Knowledge and Ideas : RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). RL.K.8: (not applicable to literature) RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	
<p>Range of Reading and Level of Text Complexity RL.K.10: Actively engage in group reading with purpose and understanding.</p>	
<p>Reading Standards for Informational Texts Key Ideas and Details: RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.2: With prompting and support, identify the main topic and retell key details of a text.</p>	

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

Craft and Structure:

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5: Identify the front cover, back cover, and title page of a book.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas:

RI.K.7: With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).

RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

Range of Reading Level of Text Complexity:

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

Foundational Skills

Print Concepts

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

- 2. I read, noticing the information on each page.
- 3. I change or add on to what I am learning by talking out my ideas, putting all the pages together so that I really *understand* my book.

Session 5: Today I want to teach you that readers don't just whip through a book, then toss it to the side and say, "I'm done! No way!" Readers (like writers) have a saying, "When you are done, you've just begun!"

- 1. When I finish a book for the first time, I don't just put it away. I turn back to the front cover to read it again.
- 2. I flip through each page, asking myself, "What did I learn the last time I read?"
- 3. Then I slow down to add onto my learning by asking, "Hmm...what did I *not* read before?"

Session 6: Today I want to teach you that readers reread books again and again. When you reread a book, you begin to understand some new things about it.

When I work to connect my learning across pages:

- 1. I turn back to a page I already read, but that has lots of information I can study more deeply.
- 2. I reread the page.
- 3. Then, I turn the page, using connecting words such as *and then*, *next*, or *first, second, third*. I do this as I read the entire book.

Session 7: Today I want to teach you that when you read a book again and again, you also have a chance to think more and talk more and learn more. Readers who reread know that rereading means *rethinking*.

We do this by:

- 1. After I reread a page, I ask myself, "What pinch of thinking can I add to this page?"
- 2. One way to add an idea is to say what I am thinking: "I notice..."
- 3. Then, I add my OWN ideas by saying "I think..."

Session 8: Today I want to teach you that as you read books again and again, you really do see new things each time you reread. You also start to notice the *words* more and more.

of the alphabet.

Phonological Awareness

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

- A. Recognize and produce rhyming words.
- B. Count, produce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. (This does not include CVCs ending with /l/, /r/, or /x/.))
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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 vowel and short with common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., *nap* and *tap*; *cap* and *cop*).

Fluency

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

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

We do this by:

1. I use all I have learned so far about reading books: reading the pictures, using connecting words like *and then*, and adding a pinch of me to each page.
2. Then, we can think about some words we might find on each page, think about what letter that word begins with, and then hunt for it.

Session 9: Today I want to teach you that when you read a learn-about-the-world book again and again, you can read so you sound like a teacher.

We do this by::

1. Sitting with someone who can help us with our reading, such as our reading partner.
2. Try reading with an expert teacher voice.
3. Get advice from your partner on what you did well, and what you can practice--and then try again.

Bend II: Reading Old Favorite Storybooks

Session 10: Today I want to teach you that when you have heard a story a zillion times, you can practically read it all by yourself.

We do this by:

1. Choosing a book we have heard or read many times. We review the title, look over the pages, and recall the story.
2. I read the book by saying the words I remember OR that I think could be written on the page.
3. Repeat on each page.

Session 11: Today I want to teach you that you have to make *your* words match the *book's* pictures and words. So, you need to study the page *carefully*.

We do this by:

1. I check that my reading makes sense by using the pictures to help me read and tell what the story is about.
2. If it does not make sense, I go back to the last page where my storytelling *did* match and reread to make the mismatched parts *match* again.

Language Standards

Conventions of Standard English

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

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

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

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

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

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

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

Session 12: Today I want to teach you how to make *new* old favorite storybooks.

How to Make an Old Favorite (chart):

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

Session 13: Today I want to teach you that when you are reading your old favorite storybooks, you can make the story sound really great by putting in the exact words the characters say.

We do this by:

1. Naming the important characters in the story.
2. Thinking about how a character acts, and naming how that character feels (nice, mean, scary, funny).
3. We act out how our character speaks by making our voice match the characters' feelings AND the words they use in the book.

Session 14: Today I want to teach you that when you *reread* a storybook, you remember *more* of the story, and that means you can say more on each page. And if there are a lot of words on the page, then there's a lot of story to tell.

We do this by:

1. I study the pictures and characters and remember the story to help me read the page.
2. I quickly glance down at the words. If there are a lot of words, I should tell a lot of words in my story. If there only a few words, I should only tell a few words.

Session 15: Today I want to teach you that one way to make your reading of old favorite storybooks sound more grown-up is to read the words that make the pages go together.

We do this by:

1. I read the page by using pictures, the story, the character's talking, and by glancing at the words.
2. Next, I use a connecting word to help me connect ideas across the pages (see FIG 15-2 on page 84 in the UoS kit book).

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.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

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

Speaking and Listening Standards **Comprehension and Collaboration**

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

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

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

3. I do this on every page of the storybook.

Session 16: Today I want to teach you that when you read a book over and over again you try to use some of the exact words from the book.
We do this by:

1. I thought about parts of the book that repeated.
2. I try to read those parts using the exact words from the book.
3. I do this every time I read this book.

Session 17: Today I want to teach you that when you read a book really well, you remember some of the exact words.

We do this by:

1. Before I read the cover or a page, I think about the words I remember in the book.
2. I find and read the words I remember from reading the book over and over.
3. I point to and read the words on the page.
4. I do this on every page of the book.

Session 18: Today I want to teach you that powerful partners work as a team to try to wow their listeners. You can use the anchor charts from the unit as you work to make your old favorite storybook reading the best that it can be.

When working as powerful partners:

1. I read a little bit of the book--just a page.
2. Then I stop, look over the chart with my partner (in this case, "Readers Read with a Partner"), and then check that I practiced all the skills on the chart.
3. I reread the page, using my partner's advice to help me read.

CELEBRATION: Today I want to teach you that when people work hard at something and they succeed, they celebrate. And sometimes they celebrate by throwing a parade.

We prepare to celebrate by:

1. Reading charts to remind us of all the learning we have done.
2. Practicing the book over and over again.
3. Celebrating by showing off your favorite emergent storybook during a school-wide "hallway parade."

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

Presentation of Knowledge and Ideas

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

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

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

4. Inviting students to read their book to their reading buddy from another classroom.

Sample Assessments:

- TCRWP Running Records
- Concepts of Print assessment (K assessment packet)
- Letter-sound assessment (K assessment packet)
- Words Their Way spelling inventory (when appropriate)
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies:

Interdisciplinary Connections

- Engage in storytelling via Reader's Theater experiences
- Interactive writing: co-create charts outlining new habits and routines
- Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics

Technology Integration

- RazKids
- Use Screencastify to record student reading, partner feedback, and/or student goals
- <http://www.storylineonline.net/> for digital storybooks mentor reading examples
- www.getepic.com for digital storybooks
- www.brainpopjr.com for content-area integration

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p style="text-align: center;">Celebrating Hispanic Heritage Month (September 15- October 15)</p> <p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>
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Professional Resources:

- TCRWP Reading Book 1: *We Are Readers*, Kindergarten, © 2015
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GRK)
- Reading Pathways (for reading progressions and student-facing checklists)
- TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner/>

Mentor Texts:

Shared Reading:	Emergent Story Books:
<ul style="list-style-type: none"> <input type="checkbox"/> Class name book (patterned text supported by pictures of students--class created) <input type="checkbox"/> <i>Beetle Alphabet Book</i> by Jerry Pallotta <input type="checkbox"/> <i>Mrs. Wishy Washy</i> by Joy Cowley <input checked="" type="checkbox"/> <i>The Carrot Seed</i> <input type="checkbox"/> Nursery Rhymes <input type="checkbox"/> Songs <input type="checkbox"/> Poems (limit to four lines for beginning of year) 	<ul style="list-style-type: none"> ● <i>Caps for Sale</i> by Esphyr Slobodkina ● <i>Corduroy</i> by Don Freeman ● <i>The Three Bears</i> ● <i>The Carrot Seed</i> by Ruth Krauss ● <i>Mike Mulligan and his Steam Shovel</i> by Virginia Lee Burton ● <i>Three Billy Goats Gruff</i> ● <i>Snowy Day</i> by Ezra Jack Keats ● <i>Big Al</i> by Andrew Clements

- Wave* by Suzy Lee
- Pancakes for Breakfast* by Tomie DePaola
- Alphabet chart
- Name chart

- *Henny Penny*
- *The Kissing Hand* by Audrey Penn
- *Bunny Cakes* by Rosemary Wells
- *Peter's Chair* by Ezra Jack Keats
- *Harry the Dirty Dog* by Gene Zion
- *Little Red Riding Hood*
- *Where the Wild Things Are* by Maurice Sendak
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

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.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- Children will grow a deeper understanding of the story
- Children will develop a stronger sense of the language of text
- Bolster children's sense for how stories go, as well as their literary language and expression
- Introduction of story elements such as characters and plot

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do we read emergent stories?
- How can we make it sound like a story?
- What kind of talk can we have with our partners about emergent story books?
- How might a reader 'read' a storybook like a storyteller? (work on fluency and expression)

Enduring Understandings

What will students understand about the big ideas?

- Students will understand that...
- We read emergent storybooks with purpose and understanding.
 - Readers can retell their books while making it sound like a story.
 - Readers can talk with their partners about the connections that they have between their books.
 - We can read and story tell our texts in many different fun ways like a storyteller

Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will:	
Reading Standards for Literature Key Ideas and Details: RL.K.1: With prompting and support, ask and answer questions about key details in a text (who, what, where, when, why, how). RL.K.2: With prompting and support, retell familiar stories, including key details (who, what, where, when, why, how). RL.K.3: With prompting and support, identify characters, settings, and major events in a story.	Instructional Focus: <u>Bend I: Readers Reread And Look Closely At Books They Know Well To Make Their Reading Sound Like a Story</u> <u>Session 1:</u> Today I want to teach you that readers use all that they know when reading old favorite storybooks. We do this by: <ol style="list-style-type: none"> 1. Looking carefully at the cover 2. Pointing under the words in the title and reading them 3. Looking carefully at the whole picture 4. Telling the story to match that picture <u>Session 2:</u> Today I want to teach you that readers look carefully at the pictures and use them to remember what the characters were doing, saying, and thinking on that page. We do this by: <ol style="list-style-type: none"> 1. Looking carefully at the pictures 2. Thinking about what is going on in the story 3. Using our fingers to list what the characters were doing, saying, and thinking 4. Telling that part of the story in our own words <u>Session 3:</u> Today I want to teach you that readers consider the feelings of the characters in their old favorite storybooks. We do this by: <ol style="list-style-type: none"> 1. Looking closely at the characters to notice how they might be feeling 2. Stopping often to think about how characters say and do things 3. Reading the story sounding like the character would <u>Session 4:</u> Today I want to teach you that readers can practice matching
Craft and Structure: RL.K.4: Ask and answer questions about unknown words in a text. RL.K.5: Recognize common types of texts (e.g. storybooks, poems). RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
Integration of Knowledge and Ideas : RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). RL.K.8: (not applicable to literature) RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
Range of Reading and Level of Text Complexity RL.K.10: Actively engage in group reading with purpose and understanding.	
Foundational Skills	

Print Concepts

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

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

- A. Recognize and produce rhyming words.
- B. Count, produce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. (This does not include CVCs ending with /l/, /r/, or /x/.))
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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 vowel and short with common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g.,

their voice to how the character feels by reading with a partner.

We do this by:

1. Taking turns reading separate pages
2. Echo reading to reread each page
3. Making it better and better each time

Session 5: Today I want to teach you that readers pay special attention to the parts of the book when a character has an especially strong feeling.

We do this by:

1. Noticing parts of the book where the character is displaying a strong feeling
2. Marking places to share with a partner
3. Acting out the parts by thinking about how the character feels, and how they would look, sound, and act

Session 6: Today I want to remind you that old favorite storybooks aren't the only books that you can read! You can read any type of text and use your known strategies.

We do this by:

1. Reading any type of text
2. Using the pictures to remember how the words go
3. Thinking about what would make sense

Session 7: Today I want to teach you that sometimes readers forget how parts of stories go. When they forget, they make sure to work hard to remember.

We do this by:

1. Rereading the picture to think carefully about what's happening in the part
2. Remembering the story and thinking about what would make sense to say on that page

Session 8: Sometimes readers get confused about the parts in a story. Today I want to teach you that when readers get confused, they go back to where everything was still making sense.

We do this by:

1. Going back to the last place where everything was still making

nap and tap; cap and cop).

Fluency

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

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

Language Standards

Conventions of Standard English

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

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

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

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

Knowledge of Language

sense

2. Reread and retell what's happened so far to get you going with your reading again

Session 9: Today I want to teach you that readers can match their storytelling to the print on the page to read just like grown-ups.

We do this by:

1. Pointing along under the words as you tell the story
2. Pointing to the words you know to match what you are saying

Session 10: Today I want to teach you that readers are proud when they can point under the words—so proud that they want to share what they know with other people!

We do this by:

1. Using Post-its to mark words, phrases, even whole pages or whole books that you know you can point under each word to read
2. Sharing what you know with your partner

Bend II: Readers Reread And Write Words To Look Closely And Notice More In The Story

Session 11: Today I want to teach you that readers can make labels for the pictures in the books they read. The labels help them know which words are important for telling the story.

We do this by:

1. Finding pictures that are important in the story
2. Using a Post-it to label the pictures that are important for telling the story
3. Sharing the labels with your partner

Session 12: Today I want to teach you that readers can use 'snap words' along with their labels to make phrases to match the pictures and what's happening in the story.

We do this by:

1. Finding pictures that are important in the story
2. Using a Post-it to label the pictures that are important for telling the story
3. Adding snap words to make phrases that matches what's

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

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

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

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

Speaking and Listening Standards **Comprehension and Collaboration**

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

- happening in the story
4. Sharing the phrases with your partner

Session 13: Today I want to teach you that readers can see more and look even more closely at their books.

We do this by:

1. Looking closely at the characters and illustrations
2. Labeling feelings
3. Labeling what something looks like
4. Labeling what things are happening

Session 14: Readers, today I want to teach you that rereading your Post-its and labels are a great way to set up for reading! Doing this will remind you of who is in your book and what is happening.

We do this by:

1. Going back and rereading our Post-its and labels
2. Rereading the entire book
3. Finding and seeing more to label

Session 15: Today I want to teach you that partners in reading workshop, just like in writing workshop, can help each other get more sounds in their words.

We do this by:

1. Getting together with our reading partners
2. Reading the labels that they write
3. Helping them add more sounds in the labels they write

Session 16: Today I want to teach you that readers are also writers! You can write sentences that go with what you see in your books.

We do this by:

1. Noticing illustrations in our books and choosing to write about them
2. Using everything we know about writing sentences
3. Making patterns with our sentences, just like writers

Bend III: Readers Invent Fun Things To Do With Books They Know Really Well And Have Studied Closely

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

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

Presentation of Knowledge and Ideas

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

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

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

Session 17: Readers can read with a partner using everything they know, in many different ways. Today I want to teach you that reading partners can also invent fun ways to share their books together!

We do this by:

1. Making a plan with our reading partners
2. Using the anchor charts in the room to help us make our plans

Session 18: Today I want to teach you that when readers are reading by themselves, they may have thoughts like, 'Oh, this is so cool!' or 'Huh? I don't get this!' These are exactly the kinds of things readers share with a partner.

We do this by:

1. Noticing something you want to share in your book
2. Putting a Post-it on the page to save it for partner time
3. When it's time for partner read, share your thoughts and Post-its

Session 19: When readers come across a part that makes them laugh, or go "Wow", they stop and think, 'What makes this part so funny or cool?' Then they can say more about those parts when they share them with a partner.

We do this by:

1. Reading our books closely and reacting to what we read
2. Thinking about our wonderings
3. Saying more about our thinking when we share with our partner

Session 20: Today I want to teach you that reading partners can ask each other questions to make their talk stronger and to nudge each other toward higher-level thinking and questioning.

We do this by:

1. Reading a book closely as a partnership
2. Noticing parts of the book you may be curious about
3. Asking your partner questions like, 'Why are they doing that?' or 'How do you think he's feeling?' or 'What do you think she will do next?'

Sample Assessments:

- Conference notes
- Observational Checklists

- Concepts of Print
- Retell a story by looking at a book

Instructional Strategies:
Interdisciplinary Connections

Correlates to graphing in math

- In writing the students will be writing stories from their own lives. They can use these reading skills to help them develop their stories and illustrations.
- Graphing favorite Star books or favorite characters from star books.

Technology Integration

- Youtube video of Mrs. Wishy Washy readers theatre so the kids can see how it looks in another classroom.
- Login and access web-based program about a "Star Book" on the Elementary Connections Page.
- Create podcasts of students retelling old favorite books.

Media Literacy Integration

- Using print media (books, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- Read books, poetry, and videos/multimedia about students, their families, and the community (and compare it to communities around the world).
- Utilize emergent and fiction story books from a diverse range of cultures, such as Three Billy Goats Gruff (Norway), Henny Penny (Germany), Ruby's Wish (China), At the Same Moment, Around the World (France), Fox by Margaret Wild (Australia), Biblioburro: A True Story from Colombia

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

- 21st Century Skills:
- Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Communication and Collaboration

Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):
Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

Professional Resources:

- If...Then... Curriculum* "Emergent Reading: Looking Closely at Familiar Texts" (<http://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E07693>) © 2015.
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GRK)
- Reading Pathways (for reading progressions and student-facing checklists)
- TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner/>

Mentor Texts:

Shared Reading:	Emergent Story Books:
<ul style="list-style-type: none"> <input type="checkbox"/> Class name book (patterned text supported by pictures of students--class created) <input type="checkbox"/> <i>Beetle Alphabet Book</i> by Jerry Pallotta <input type="checkbox"/> <i>Mrs. Wishy Washy</i> by Joy Cowley <input checked="" type="checkbox"/> <i>The Carrot Seed</i> <input type="checkbox"/> Nursery Rhymes <input type="checkbox"/> Songs <input type="checkbox"/> Poems (limit to four lines for beginning of year) <input type="checkbox"/> <i>Wave</i> by Suzy Lee <input type="checkbox"/> <i>Pancakes for Breakfast</i> by Tomie DePaola <input type="checkbox"/> Alphabet chart <input type="checkbox"/> Name chart 	<ul style="list-style-type: none"> ● <i>Caps for Sale</i> by Esphyr Slobodkina ● <i>Corduroy</i> by Don Freeman ● <i>The Three Bears</i> ● <i>The Carrot Seed</i> by Ruth Krauss ● <i>Mike Mulligan and his Steam Shovel</i> by Virginia Lee Burton ● <i>Three Billy Goats Gruff</i> ● <i>Snowy Day</i> by Ezra Jack Keats ● <i>Big Al</i> by Andrew Clements ● <i>Henny Penny</i> ● <i>The Kissing Hand</i> by Audrey Penn ● <i>Bunny Cakes</i> by Rosemary Wells ● <i>Peter's Chair</i> by Ezra Jack Keats ● <i>Harry the Dirty Dog</i> by Gene Zion ● <i>Little Red Riding Hood</i>

- *Where the Wild Things Are* by Maurice Sendak
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

Just Right Books: Using Our Superpowers to Read (Book 2)

January

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 addition to planning for teaching within units of study, take some time at this point to revisit your plans for the other components of balanced literacy. Depending on what your students need--more time to develop oral language and early reading behaviors, or a more challenging set of strategies to figure out words--you'll want to make sure the components of balanced literacy address children's strengths and challenges. If you have a large number of children still not ready to read conventionally, you will want to offer them plenty of support during shared reading and small-group instruction.

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

Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
<p>Reading Standards for Literature Key Ideas and Details: RL.K.1: With prompting and support, ask and answer questions about key details in a text (who, what, where, when, why, how). RL.K.2: With prompting and support, retell familiar stories, including key details (who, what, where, when, why, how). RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Instructional Focus: <u>Bend 1: Using Superpowers to Look and Point, and Then Read Anything</u> <u>Session 1:</u> Today I want to teach you that you can use your super reading powers to actually read words. . We do this by: <ol style="list-style-type: none"> 1. Placing my pointer finger under one word at a time. 2. Read the words all around you. 3. Repeat! <u>Session 2:</u> Today I want to teach you that when you read, every word you say has to match a word you point to on the page. We do this by: <ol style="list-style-type: none"> 1. Saying one word for every word we point to 2. Check: When you stop reading, there can't be any words left over or any extra words coming out of your mouth. 3. If there are extra (or not enough) words, we can go back and reread to make it match. <u>Session 3:</u> Today I want to remind you that when you point to words as you read, each word gets just one tap--even long words. We do this by: <ol style="list-style-type: none"> 1. Noticing how many words are in a sentence. 2. Say the exact same amount of words when we read. <u>Session 4:</u> Today I want to teach you another trick to make your pointer power even stronger. When you see a word that you know in a snap, it helps you keep track of the right words as you read, and they help you fix your pointer power. We do this by: <ol style="list-style-type: none"> 1. Looking closely at each word as we read. 2. When we come to a snap word, we read the exact word because we learned how to read it. 3. If we come to a snap word and don't say the exact word, we can reread the sentence to make it make sense. <u>Session 5:</u> Today I want to teach you that partners can help you make</p>
<p>Craft and Structure: RL.K.4: Ask and answer questions about unknown words in a text. RL.K.5: Recognize common types of texts (e.g. storybooks, poems). RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	
<p>Integration of Knowledge and Ideas : RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). RL.K.8: (not applicable to literature) RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	
<p>Range of Reading and Level of Text Complexity RL.K.10: Actively engage in group reading with purpose and understanding.</p>	
<p>Reading Standards for Informational Texts Key Ideas and Details: RI.K.1: With prompting and support, ask and answer</p>	

questions about key details in a text.

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

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

Craft and Structure:

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5: Identify the front cover, back cover, and title page of a book.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas:

RI.K.7: With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).

RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

Range of Reading Level of Text Complexity:

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

Foundational Skills

Print Concepts

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

your reading even stronger. You can work with a partner to practice pointing to words as you read them.

We can DOUBLE our pointer power by:

1. One partner reads.
2. The other partner points to each word.
3. Both of you can check that one word makes one point.

Bend II: Taking On Even the Hardest Words

Session 6: Today I want to teach you that when you are reading and you encounter trouble, that's the time when you especially need to activate your super powers. You can't let yourself get defeated! Instead, call on more powers.

When we tackle trouble:

1. We try one superpower to read the word.
2. We try a second super power to make sure our guess looks right, sounds right and makes sense.
3. We reread the sentence to read the sentence fluently.

Session 7: Today I want to teach you that Super Readers can make more snap words for themselves. If you want to turn a word into a snap word, you do this:

1. Look.
2. Read.
3. Spell.
4. Write.
5. Look.
6. Read.

Session 8: Today I want to teach you that sometimes picture power isn't powerful enough to tackle those really tough words. You can activate sound power too.

We do this by:

1. First using picture power to take a guess at the challenging word.
2. Next, notice the first letter of the word. Get your mouth ready to make that first sound.
3. Point to and say a word that matches the picture AND has the same first sound as that tricky word.

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

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

- A. Recognize and produce rhyming words.
- B. Count, produce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. (This does not include CVCs ending with /l/, /r/, or /x/.))
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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 vowel and short with common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., *nap* and *tap*; *cap* and *cop*).

Fluency

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

Session 9: Today I want to teach you that when one power doesn't work, Super Readers use another one.

When we come to a tricky word,

- 1. We try a super power.
- 2. We try another...and then another-- until we find a super power that helps us solve the word.
- 3. We reread the sentence to make sure our guess makes sense.

MID-UNIT CELEBRATION:

Session 10: Today I want to teach you that once readers are able to activate lots of powers, they make sure to check in on these, noticing which ones they use all the time and which ones they need to power up. Then they set goals.

We prepare to celebrate by:

- 1. Identifying the super powers we use all the time. These are our strengths.
- 2. Asking ourselves, "Which superpowers can I use more often?"
- 3. Set a goal to use that super power more often. We can write down our goals on a Post-It and make a tally mark every time we use it.

Bend III: Bringing Books to Life

Session 11: Today I want to teach you that when you use all your superpowers, you can bring books to life. You can read them to others just as grown-ups read books to you, and you can read them to yourself as well.

We read books smoothly by:

- 1. Using a smooth (not choppy) voice.
- 2. I reread my sentence again, and again (and again if necessary) to make my reading sound as smooth as a storyteller's voice.

Session 12: Today I want to teach you that one way to read faster and smoother is to realize that knowing the pattern helps you sing the words that are the same on every page. Then you can really work at figuring out the words that change.

We do this by:

- 1. Noticing the pattern of the book.

<p>skills.</p> <ul style="list-style-type: none"> A. Read emergent-readers with purpose and understanding. B. Read grade-level text for purpose and understanding. 	<ul style="list-style-type: none"> 2. Saying that part that repeats so that it has a beat--like a song. 3. Singing that part that repeats on every page.
<p>Language Standards</p> <p>Conventions of Standard English</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). F. Produce and expand complete sentences in shared language activities. <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Capitalize the first word in a sentence and the pronoun <i>I</i>. B. Recognize and name end punctuation. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>Knowledge of Language</p> <p>L.K.3. (Begins in grade 2)</p> <p>Vocabulary Acquisition and Use</p>	<p><u>Session 13</u>: Today I want to teach you that when you want to read a book so the book comes to life for listeners, punctuation is like a secret code, whispering tips about how to read.</p> <p>We do this by:</p> <ul style="list-style-type: none"> 1. Noticing punctuation. 2. Reread the sentence, using the punctuation to help read the sentence with feeling. <p><u>Session 14</u>: Today I want to teach you that when you are trying to read a book aloud so that people pull in to listen, it is really important to understand the book, and to be thinking about what it says as you read it.</p> <p>We do this by:</p> <ul style="list-style-type: none"> 1. Looking at the pictures, asking ourselves, "How are the characters feeling?" 2. When we read, we make our voice match how the characters are feeling. <p><u>Session 15</u>: Today I want to teach you that Super Readers don't just read books, they talk about books, too. You can activate your book talk power.</p> <p>We do this by:</p> <ul style="list-style-type: none"> 1. Introducing our book to our partner, telling about the cover and title. 2. Then, we can point to the details on the pages to tell about the characters, setting, and what happens in the story. <p><u>Session 16</u>: Today I'm going to teach you that when you read a book well, you end up seeing things in the book that seem important. Maybe you see things that are surprising or that are funny. When you finish a book, sometimes you want to talk about it by retelling it to your partner.</p> <p>We do this by:</p> <ul style="list-style-type: none"> 1. Naming the characters and where the story takes place. 2. Telling all the parts that you remember across your fingers. 3. Remember to tell all the parts you remember in order. <p>CELEBRATION: Today I want to teach you that you can give the gift of</p>

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

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

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

Speaking and Listening Standards **Comprehension and Collaboration**

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

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

reading! You can think about the people you love and which stories they would love to hear.

We prepare to celebrate by:

1. Deciding WHO you'll read to.
2. Deciding WHAT you'll read.
3. Deciding HOW you will read it.
4. Practice reading over and over and over again until it sounds just right!

Sample Assessments:

- TCRWP Running Records
- Kindergarten Assessment packet
- Words Their Way spelling inventory (when appropriate)
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies:

Interdisciplinary Connections

- Engage in storytelling via Reader's Theater experiences
- Interactive writing: co-create charts outlining new habits and routines
- Shared reading experiences: utilize texts that align with topics explored in social studies, science, the arts, and mathematics

Technology Integration

- RazKids
- Use Screencastify to record student reading, partner feedback, and/or student goals
- <http://www.storylineonline.net/> for digital storybooks mentor reading examples
- www.getepic.com for digital storybooks
- www.brainpopjr.com for content-area integration

Media Literacy Integration

<p>B. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills. <p>Global Perspectives Cultures and Traditions Around the World</p>
	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- ❑ TCRWP Reading Book 2: *Just Right Books: Using Our Superpowers to Read*, Kindergarten, © 2015
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GRK)

- ❑ Reading Pathways (for reading progressions and student-facing checklists)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner/>

Mentor Texts:

Demonstration Texts:	Shared Reading/Read Aloud Texts:
<ul style="list-style-type: none"> ❑ <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr. ❑ "The Itsy-Bitsy Spider" song ❑ <i>It's Super Mouse!</i> by Phyllis Root ❑ "Where is Thumbkin?" nursery rhyme 	<ul style="list-style-type: none"> ● "Rain, Rain, Go Away" nursery rhyme ● <i>I Play Soccer</i> by Mary Capellini ● <i>So Much!</i> by Trish Cooke ● <i>It's Okay to be Different</i> by Todd Parr ● <i>The Family Book</i> by Todd Parr ● "Five Little Ducks" rhyming song ● "Down by the Bay" rhyming song

Bigger Books, Bigger Reading Muscles (Book 3)

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.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- Students can become the kind of reader who can teach themselves and other about how to read
- Increased “just right” reading independence
- Students will use strategies and work through difficulties with independence and with partners

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

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

Enduring Understandings

What will students understand about the big ideas?

- Students will understand that...
- They can use all the strategies, or superpowers, they have learned so far all the time, and all by themselves
 - They can help others use their superpowers to read successfully through reading together, acting parts out, and playing reading games
 - Partners can read and retell their books, helping each other to read with expression and to retell in ways that show their understanding and attention to detail

Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
<p>Reading Standards for Literature Key Ideas and Details: RL.K.1: With prompting and support, ask and answer questions about key details in a text (who, what, where, when, why, how). RL.K.2: With prompting and support, retell familiar stories, including key details (who, what, where, when, why, how). RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</p>	<p><u>Bend I: Bigger Books, Stronger Readers: Readers Grow Stronger to Tackle More Challenging Books</u> <u>Session 1:</u> Today I want to teach you that as you grow bigger as readers, you can use your superpowers to read hard books. We do this by:</p> <ol style="list-style-type: none"> 1. We go through our book baggies, sorting our books into piles: easy, hard, or hardest. 2. We ask ourselves, "What makes this book easy or hard?" (Challenging books have more words, more lines, new words, longer words, and surprise endings.) 3. When we are tackling the hardest books, we need to use our superpowers to read those challenging books.
<p>Craft and Structure: RL.K.4: Ask and answer questions about unknown words in a text. RL.K.5: Recognize common types of texts (e.g. storybooks, poems). RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><u>Session 2:</u> Today I want to teach you that even when there are more words on the page or the sentences are long, there is often a pattern in those sentences. We do this by:</p> <ol style="list-style-type: none"> 1. We read a few pages. 2. We ask, "What is the pattern in this book," and name the pattern. 3. We think about what might happen next. 4. We read the next part, using the pattern in the words (and the pictures) to help us read on.
<p>Integration of Knowledge and Ideas : RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). RL.K.8: (not applicable to literature) RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><u>Session 3:</u> Today I want to teach you that when you get to tricky words in the pattern, we think "What is the <i>same</i> and what is <i>changing</i> on each page?" We do this by:</p> <ol style="list-style-type: none"> 1. Read a page. Name the pattern you see in this book. 2. Ask yourself, "What is the same and what is changing on each page?" 3. Look about the picture. Think about what is happening. 4. Get your mouth ready to say the first sound of the word.
<p>Range of Reading and Level of Text Complexity RL.K.10: Actively engage in group reading with purpose and understanding.</p>	
Reading Standards for Informational Texts	

Key Ideas and Details:

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

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

Craft and Structure:

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5: Identify the front cover, back cover, and title page of a book.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas:

RI.K.7: With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).

RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

Range of Reading Level of Text Complexity:

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

Foundational Skills**Print Concepts**

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

Session 4: Today I want to teach you that sometimes books can feel harder because the author tricks you! Books have patterns and then--whoops! The pattern breaks! And it usually happens on the last page. Readers need to bring every power they have to solve to that page.

1. We notice a tricky page.
2. We become brave readers and use our superpowers chart to help us solve that page.
3. We work with a friend to talk through how to solve each tricky word on the page (we may use pictures, beginning sound, snap words, etc.)
4. We reread the sentence all the way through.
Note: Making a plan can support children in their efforts to read accurately and independently for longer periods of time.

Session 5: Today I want to teach you that careful readers check that their reading makes sense and sounds like a book.

We do this by:

1. Read a page of your book.
2. Ask yourself, "Does that make sense? Does that sound right?"
3. If it doesn't make sense/sound right, I don't just give up. I try again, using other superpowers to solve the tricky words.

Session 6: Today I want to teach you that pattern power doesn't only help you read the words in your books, but it can also help you think about your whole book.

We do this by:

1. I read my book, using my superpowers as I read.
2. After I finish reading, I stop to think about what happens in every page, especially the end.
3. I ask myself, "What is this whole book really saying?" That really helps me understand my book.

Bend II: Zooming In: Readers Use All They Know About Letters and Sounds as They Move Their Eyes Across Words

Session 7: Today I want to teach you that one way to get stronger as readers can use the alphabet and all they know about letters and sounds to read the words the author wrote.

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

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

- A. Recognize and produce rhyming words.
- B. Count, produce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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 vowel and short with common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., *nap* and *tap*; *cap* and *cop*).

Fluency

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

When we read ABC books, we can:

- 1. Read each page. Ask yourself, "Why is this picture on the page?" (ex. Only words that begin with "a" will be on the "a" page.
- 2. Play "Guess What's Next?" (ex. in an animal ABC book, we will find animals on each page AND the book will be in alphabetical order)
- 3. We can do this work alone or with a partner.

Session 8: Today I want to teach you that when words don't come easily to you as you read, don't back away.

We do this by:

- 1. Zoom in on the very first sound of a tricky word.
- 2. Ask yourself, "What word could this be?"
- 3. We try words that make that first sound AND make sense in the sentence. We may use the picture to help us, too.
- 4. We read the sentence to check if the word makes sense in the sentence. If not, we try again.

Session 9: Today I want to teach you that sometimes readers can blend beginning sounds together to help them solve words.

We do this by:

- 1. When you come to a tricky word, see if you can find a familiar blend (st, bl, br, sk, fl)
- 2. Try to sound out that blend (covering the rest of the word if you need to!)
- 3. Use that sound (along with other parts of the page) to help you figure out the tricky word.

Session 10: Today I want to teach you that when readers try to read tricky words, they need super strong sound power.

We do this by:

- 1. When you come to a tricky word, use the beginning sound to take a guess at what the word can be.
- 2. Then, look at the end of the word. Ask yourself, "Does the end letter match my guess?"
- 3. If it does, reread the sentence with the word. If not, think of another word that has the same beginning AND ending sound...and fits in the sentence! Don't give up!

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

Language Standards
Conventions of Standard English

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

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

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

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

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

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

Session 11: So, today I want to remind you that, yes, when readers read snap words without sounding them out.

We do this by:

1. When turning to a new page, use your finger to point to snap words. Read those over quickly.
2. Then, when reading through the sentence, do not slow down when you come to those snap words. Read on!

Session 12: Today I want to teach you that just like *writers* check over their writing, so, too, *readers* work hard to read the words on a page, they stop and ask, "Does it make sense? Does it sound right? Does it look right?" If things seem off, readers reread to fix it up.

We do this by:

1. Work hard to read the words on the page, using all the strategies we have learned.
2. I check my reading.
3. If something isn't right, I use all my superpowers to fix it up.

Bend III: Turn Up the Power: Graduating Into Stronger Readers

Session 13: Today I want to teach you that now you are reading more challenging books, you can't just quick-check the picture to figure out the word.

We do this by:

1. I read the words as quickly as can be.
2. When I come to a tricky word (or group of words), I use my "extra strength picture power," looking at all parts of the picture to help me.
3. I talk through all the things I see in the picture. I tell lots of details.
4. I use all this information (PLUS my reading superpowers!) to solve the tricky word or group of words.

Session 14: Today I want to teach you that sometimes you will be reading and bam, the pattern will be gone. Don't worry. You can use your extra-strength picture power and turn up your snap word power to help you.

We do this by:

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.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

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

Speaking and Listening Standards **Comprehension and Collaboration**

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

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

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and

1. I look at the picture to get ready to read the words.
2. Use your snap word power. (Point to all the words you can read in a snap--and read them!)
3. Think about what is happening in the book to give you clues about what the words might say.
4. Put it all together, and try to read the words.

Session 15: Today I want to teach you that when a word looks like a stranger to you--look again. You can ask yourself, does this look like another word I know? It might be a familiar snap word wearing not a new hat, but a new ending.

We do this by:

1. When I come to a long, tricky word, I ask myself, "Does the first part of this word look like a word I know?"
2. If so, I read that snap word.
3. Then, I slide my finger across the end part, using my sound power to read the ending all the way through.
4. I put the snap word part and the ending sounds together. I read the sentence through to the end.

Session 16: Today I want to teach you that readers use what they know about books to make predictions as they read.

We do this by:

1. Read a few pages. Stop to remember all the details that have happened so far.
2. Ask yourself, "What might happen next?"
3. Read through the next few pages to check what happens next.

Session 17: Today I want to teach you that to really make your books come to life you can reread them, thinking about what's happening.

We do this by:

1. I read a page of my book and ask myself, "How are the characters feeling on this page?"
2. I reread the page, making my voice match the feelings of the characters.

Session 18: Today I want to teach you that after you use all of your extra-strength powers to read your books, you can think and talk even

requesting clarification if something is not understood.

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

Presentation of Knowledge and Ideas

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

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

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

more about them.

We do this by:

1. After you finish reading your book, decide on an important part that you want to discuss with your partner.
2. Think about the characters and what is happening in the book. Point to the words and pictures that prove your ideas.
3. Tell your partner your ideas. Tell about what you notice and what you see in the book that showed you that. Your talk might sound like this:
 - a. I think the character is feeling _____. I know this because...
 - b. In the end of the story, I notice... In the words/ pictures, I see...
 - c. In the words/pictures, I see... This makes me think...

Session 10: Today I want to remind you that readers can't just use one or two powers when they read. They have to use ALL of their powers.

We do this by:

1. We practice all we have learned so we can use it forever and ever (using all our superpowers to work with a partner to rehearse, refine, and perfect our poem for performance).
2. We name the things we have learned about the topic so we can teach others (We have lots of superpowers: pointer power, reread power, partner power, picture power, snap word power, sound power, persistence power, book talk power, and pattern power. We also stop and check our reading: does it look right, sound right, make sense?)

CELEBRATION:

Today I want to teach you that we show all we have learned by sharing and celebrating our *own* work.

We can celebrate by:

1. Performing our favorite poetry OR
2. Leading a study group with our classmates on how to use their superpowers.

Sample Assessments:

- TCRWP Running Records
- Sight word assessment (K assessment packet)

- Rhyming words assessment (K assessment packet)
- Initial and final sound assessments (K assessment packet)
- Words Their Way spelling inventory
- Formative/anecdotal assessments related to MSV/ word solving strategies (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies:

Interdisciplinary Connections

- Transferring print strategies into their writing, including labeling scientific/historical illustrations
- Using initial, ending, and, finally, medial sounds to label and write like scientists, historians, mathematicians
- Using speech and written fluency to explain thinking (using the word *because* to create complex ideas) across the content areas

Technology Integration

- Raz Kids
- Use Screencastify to record student reading, partner feedback, and/or student goals
- <http://www.storylineonline.net/> for digital storybooks mentor reading examples
- www.getepic.com for digital storybooks
- www.brainpopjr.com to create your own videos

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

Celebrating Black History Month

- *A Pep Talk from Kid President:*
<https://www.youtube.com/watch?v=l-gQLqv9f4o>
- *Sing About Martin:*
<https://www.youtube.com/watch?v=dF3-hPT3PDI>
- Read aloud picture book--*What Does it Mean to be Kind?* by

	Rana DiOrio (available at https://www.youtube.com/watch?v=L5HEKWib33g)
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Professional Resources:

- TCRWP Reading Book 3: *Bigger Books, Bigger Reading Muscles*, Kindergarten, © 2015
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GRK)
- Reading Pathways (for reading progressions and student-facing checklists)
- TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Mentor Texts:

Demonstration Texts:	Shared Reading/Read Aloud Texts:
<ul style="list-style-type: none"> <input type="checkbox"/> <i>Picnic by Phyllis Root</i> <input type="checkbox"/> <i>Pizza by Phyllis Root</i> <input type="checkbox"/> <i>Cat and Mouse by Phyllis Root</i> <input type="checkbox"/> <i>It's Super Mouse!</i> by Phyllis Root <input type="checkbox"/> <i>Can You See the Eggs?</i> by Jenny Giles <input type="checkbox"/> "We Will Go" in <i>Playing With Poems</i> by Zoë Ryder White 	<ul style="list-style-type: none"> ● <i>Pete the Cat and His Four Groovy Buttons</i> by Eric Litwin ● <i>It Looked Like Spilt Milk</i> by Charles Shaw ● <i>We're Going on a Bear Hunt</i> by Michael Rosen ● <i>Oh, the Places You'll Go!</i> by Dr. Seuss ● <i>My Bug Box</i> by Pat Blanchard and Joanne Suhr ● <i>Dragonflies</i> by Margaret Hall

- Ethan's Cat* by Joanna Hurwitz
- Wake Up, Dad!* by Beverley Randell

Becoming Avid Readers (Book 4)

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.

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

(New Jersey Student Learning Standards Alignment)	
Students will:	
<p>Reading Standards for Literature Key Ideas and Details: RL.K.1: With prompting and support, ask and answer questions about key details in a text (who, what, where, when, why, how). RL.K.2: With prompting and support, retell familiar stories, including key details (who, what, where, when, why, how). RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Instructional Focus: Bend I: Becoming an Avid Reader <u>Session 1:</u> Today I want to teach you that you can become <i>avid</i> readers. We can become avid readers by:</p> <ol style="list-style-type: none"> 1. Reading A LOT! 2. Finding places everywhere to read. 3. Keeping a stack of books-in-waiting. 4. Reading every chance we get. 5. REALLY paying attention to the book.
<p>Craft and Structure: RL.K.4: Ask and answer questions about unknown words in a text. RL.K.5: Recognize common types of texts (e.g. storybooks, poems). RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><u>Session 2:</u> Readers, today I want to teach you that avid readers need...tissues. They don't just read, they also react. They cry at the sad parts, and they laugh at the funny parts. We do this by:</p> <ol style="list-style-type: none"> 1. Reading a small chunk of the book. 2. Asking, "How does the character feel during this part?" 3. Using your face and body to show how the character feels. 4. Telling a friend how the character is feeling.
<p>Integration of Knowledge and Ideas : RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). RL.K.8: (not applicable to literature) RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><u>Session 3:</u> Today I want to teach you that when readers hold on to their thoughts so they don't just float away. We can hold on to our thoughts by:</p> <ol style="list-style-type: none"> 1. Stopping at important parts. 2. Marking those parts with a feeling face, speech bubble, or thought bubble. 3. Using those important parts to talk to a friend. <p><u>Session 4:</u> Today I want to teach you that, when thinking about a character's feelings in a story, it helps to be as specific, as precise, as you can be. We do this by:</p> <ol style="list-style-type: none"> 1. Reading a small chunk of the book, noticing the pictures and the words. 2. Stop and think, "How might the character be feeling in this part?"

Range of Reading and Level of Text Complexity

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

3. Reread the part and ask "Hmmm, what word would be *just right* to describe this part?"
4. Talk about the feelings you notice with a friend.

Session 5: Today I want to teach you that, as an avid reader, it is important to know which superpowers you have mastered and which powers you may not use easily or often.

We do this by:

1. Reading a chunk of text.
2. Noticing which super powers we use as we read.
3. Using our super power chart to decide, "Which habits do I use a lot, sometimes, and never."
4. Set goals to make our "sometimes" habits into "often" habits.
5. Review our goals every day to make sure we practice them.

Session 6: Today I want to teach you that avid readers don't only share books, they also are always inventing fun things to do with books and friends.

They can do things such as:

1. Play School (Read Aloud, Shared Reading).
2. Play Games (Snap Word Hunt, Guess What's Next, Alphabet Pop-It, Guess the Feeling).
3. Play Pretend (acting out parts of the books, using gestures).

Session 7: Today I want to teach you that really good readers act out the story in their minds every time they read.

Avid readers pretend by:

1. Reading a chunk of a book. Stopping at an important part.
2. Acting out the actions of a character.
3. Then, acting out the words the character might use.
4. Rereading that important part to make your actions and words the best they can be.

Session 8: Today I want to teach you that, when readers read, they don't just do any old pretending. They do what is called *close reading* and *book-based pretending*.

We do this by:

Reading Standards for Informational Texts

Key Ideas and Details:

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

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

Craft and Structure:

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5: Identify the front cover, back cover, and title page of a book.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas:

RI.K.7.: With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).

RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

Range of Reading Level of Text Complexity:

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

Foundational Skills

Print Concepts

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

1. They pay close attention to how the author wants a story to be read.
2. They reread the same part, pausing to talk about how the character is feeling.
3. They try to act out the story, rereading the words and pictures to make their acting better and better.

Session 9: Today I want to teach you that avid readers don't just read a story, read the words, and then just sit there—like blah. Instead, when avid readers read a story, it's like they are at the movies.

They do this by:

1. They stop and notice important parts.
2. They ask themselves, "What details can I use to make a movie in my mind?"
3. They make notes AND tell their partner about the movie they see in their heads, telling all about the pictures and words they included in their "movie."

Bend II: Learning From All-About Books

Session 10: Today I want to teach you that you are going to become avid readers of learn-about-the-world books—of *nonfiction* books!

We do this by:

1. Thinking: WOW! (Marking those "wow parts" with an exclamation mark, a star, the word "wow", or other words and pictures.)
2. Asking Questions (Marking those parts with a question mark, the word "Huh," or other question words and pictures.)

Session 11: Today I want to teach you that nonfiction readers need to explain what they have learned to others and share that learning.

1. We read a chunk of our nonfiction book.
2. We stop to collect ideas as we read, listing ideas across our fingers.
3. We reread to pull out fancy topic words. We use the words and pictures to help us figure out what they mean.
4. We teach others about our topic, making sure to tell the important ideas AND the fancy words...at the same time!

Language Standards

Conventions of Standard English

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

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

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

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

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

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

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

Session 12: Today I am going to need your help. We know that avid readers don't only share books, they also are always inventing fun things to do with books and friends. We did this work with storybooks, but we can also have "reading playdates" with nonfiction books, too!

They can do things such as:

1. Play School (Read Aloud Like An Expert, Ask and Answer Questions, Shared Reading)
2. Play Games (Snap Word Hunt, Guess What's Next, Alphabet Pop-It, Guess the Feeling, What's the Same? What's Different?)
3. Play Pretend (acting out parts of the books, using gestures, read with feeling)

Session 13: Today I want to teach you that once an avid nonfiction reader finds a topic that he or she loves, the reader gathers books on that topic, and gather people who love that topic, too.

We do this by:

1. Looking through ALL the books in our baggies and asking,, "Which topic (or two) is SO COOL that I want to talk about it with my club mates?"
2. Club members take turns announcing their topics of interest to each other AND collect books from each other's baggies that, generally, match that topic (baby animals, scary weather).
3. Clubs work together to create stacks of books that fit broad categories...with all the club members' books.
4. Clubs work together to decide which stack—which topic—they will discuss first as a book club.
5. Clubs will use the marked portions of the texts (the exclamation marks, "WOWs," etc.) to begin their small group conversations.

Session 14: Today I want to teach you that, when you are talking with your club mates, that you want to listen to what your club mates are teaching you about your topic, and talk to them about what they are teaching you.

We do this by:

1. Sharing an important/interesting part
2. Other group members think to themselves, "Did I learn something that goes with that?" You might say:

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.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

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

Speaking and Listening Standards **Comprehension and Collaboration**

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

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

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and

--I saw something like that in my book...

--I agree with _____. My book also says _____.

--Let me show you a page where I saw a picture that looks like that one...

3. Readers can then take turns teaching about their topic, using the same process to stretch an idea across more than one club member.

Session 15: Today I want to teach you that just as there are things that readers of stories pay attention to—like the characters—there are also things that readers of nonfiction pay attention to.

We do this by:

1. Find two or more books on a similar topic (ex. insects).
2. Tell how the two pages are the same:
 - They both have _____.
 - I notice both pages tell about _____.
 - This page tells about _____, and so does this page.
3. Tell how the two pages are different:
 - On this page, _____. But on this page _____.
 - This page is teaching us about _____. But, this page is teaching about _____.
4. Ask "Why?" and think more deeply about what's the same and what's different .

Session 16: Today I want to teach you that many of the things readers do with storybooks can also be done with nonfiction books. It's especially important, when reading either kind of book, that readers...pretend!

1. Read a small chunk of the book.
2. Act out that part.
3. Tell a friend what you learned about bees from acting that part out. Use words and gestures.

Bend III: Avid Readers Love Poetry

Session 17: Today I want to teach you avid poetry readers read a poem over and over until the tune is right, the rhythm is right, the feeling is right.

Avid Poetry Readers:

1. Read the words (using our fingers to point to words/scoop us

requesting clarification if something is not understood.

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

Presentation of Knowledge and Ideas

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

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

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

phrases).

2. Read it again. Think about the poem. (Which words do I want to read softly/loudly? Where do I want to take a breath? Which lines are so important that I want to read them in an extra special way?)
3. Match the beat of the poem. Read it over and over to make it sound "performance-ready!"

Session 18: Today I want to teach you that it's avid poetry readers think about how the poem makes them feel and then they make their voices match that feeling.

We do this by:

1. Read the poem.
2. Ask, "How does the poet want me to feel—joyful, silly, upset? 3. Decide, "How can I read it so it sounds like that feeling?"
3. Try it on: Make your voice and gestures match that feeling.
4. Practice makes perfect: work with a friend to make your reading the best it can be!

Session 19: Today I want to teach you that when you find a poem you really love—a favorite—you can fall in love with it even more by becoming a copycat poet.

We do this by:

1. Pick a poem with a rhythm that you love.
2. Decide on a topic that you love.
3. Tap out the words. Get the rhythm of the poem you will be copying in your head.
4. Think about words that match the topic you love. Try to fit those words to the same beat as the poem that you chose.
5. Read your new poem out loud. Listen for how it sounds.

CELEBRATION:

Today I want to teach you that whenever you come to the end of something, it's fun to have a celebration. One way to celebrate is to have a festival of sorts, where there are lots of different, fun things you can do together.

1. We practice all we have learned so we can use it forever and ever (children visit centers: Read and Illustrate Poems, Read

and Perform, Karaoke, and Copycat Poems).

2. We name the things we have learned about the topic so we can teach others (Read the words. Think about what the poem is about. Make your voice match the rhythm of the poem. Think about how the poet wants you to feel—and then reread to show that feeling in your voice.)
3. We show all we have learned by sharing and celebrating our OWN work (poetry performance—singing and reading poems, poem illustration gallery walks, etc.)

Sample Assessments:

- Running records
- Conferring notes
- Observation checklists
- Word study assessment
- Listen to a rhyming text, change that text by choosing other rhyming words, and read the new version
- Compose one or to simple sentences in response to a picture
- Draw three pictures that illustrate beginning, middle, end of a story
- Retell a story by looking at a book

Instructional Strategies:

Interdisciplinary Connections

Correlates to Community Unit in Social Studies

- Look for words in the school community. Create a picture dictionary of words found.

Technology Integration

- Reference the Elementary Connections Page for “word game” websites

Media Literacy Integration

- Using print media (books, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

	<ul style="list-style-type: none"> • Read aloud stories from other cultures <i>Abuela's Weave</i> by O. Castaneda <i>Emeka's Gift: An African Counting Story</i> by Ifeoma Onyefulu <i>Tikki Tikki Tembo</i> by Blair Lent
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- TCRWP Reading Book 4: *Becoming Avid Readers*, Kindergarten, © 2015
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GRK)
- Reading Pathways (for reading progressions and student-facing checklists)
- TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Mentor Texts:

Demonstration Texts:	Shared Reading/Read Aloud Texts:
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<ul style="list-style-type: none"> <input type="checkbox"/> <i>The Carrot Seed</i> by Ruth Krauss <input type="checkbox"/> <i>It's Super Mouse!</i> by Phyllis Root <input type="checkbox"/> <i>Dragonflies</i> by Margaret Hall <input type="checkbox"/> <i>Honey Bees</i> by Martha E. H. Rustad <input type="checkbox"/> "The Swing" from <i>A Child's Garden of Verses</i> by Robert Louis Stevenson <input type="checkbox"/> "I'm a Little Teapot" "Click Beetle" by Mary Ann Hoberman <input type="checkbox"/> "Read Words, Write Words" by Marjorie Martinelli <input type="checkbox"/> "Brother John (Frère Jacques)" 	<ul style="list-style-type: none"> ● <i>Not Norman: A Goldfish Story</i> by Kelly Bennett ● <i>Honey Bees</i> by Martha E. H. Rustad ● <i>Gossie</i> by Olivier Dunrea ● "Mary Had a Little Lamb" by Sarah J. Hale
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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 characters situations, 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.

Remember that even in low-level books, with what appears to be very undeveloped characters, children could learn to use illustrations, what's happening in the story, and any relevant background knowledge to help them know their characters better. Teachers will want to gather their character books into various baskets and use shared reading and read alouds to scaffold this reading work.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- Develop comprehension skills such as inferring, activating prior knowledge, and synthesizing deeper understandings of characters
- Make connections and empathize with a character's situations, experiences, and relationships
- Identify the story elements of character, setting, and story events, and how these elements can help readers understand characters more deeply

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do readers get to know the characters in their books?
- How can I become an expert about the characters in my books?

Enduring Understandings

What will students understand about the big ideas?

- Students will understand that...
- Readers have strategies to get to know their characters really well.

<input type="checkbox"/> Why is it important to read and reread books?	<input type="checkbox"/> Readers can use their life experiences to make inferences about characters' feelings. <input type="checkbox"/> Readers can talk about the events of the story with their partner of group. <input type="checkbox"/> Readers reread their books to make the characters and stories come to life.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
Reading Standards for Literature Key Ideas and Details: RL.K.1: With prompting and support, ask and answer questions about key details in a text (who, what, where, when, why, how). RL.K.2: With prompting and support, retell familiar stories, including key details (who, what, where, when, why, how). RL.K.3: With prompting and support, identify characters, settings, and major events in a story.	<u>Bend 1: Readers Have Strategies for Getting to Know a Character</u> <u>Session 1:</u> Today I want to teach you that readers work hard to get to know the characters in new books by taking a book walk. They do this by: <ol style="list-style-type: none"> 1. Looking at the title and picture on the cover page and asking, "What does the cover tell me about the character?" 2. Looking at the pictures and words in the book and using what we see on the pages to add or change our idea about the character(s) in our book. 3. Once the book walk is complete we talk how we think our character will act: <i>I think that the character will be...</i> <u>Session 2:</u> Today I want to teach you that readers work hard to get to know their main character. They do this by clearly describing what their character is like. They do this by: <ol style="list-style-type: none"> 1. Looking at the character's face in the illustrations. 2. Looking at the character's body postures in the illustrations 3. Paying attention to what the character says and how they act in the words and illustrations. 4. Using all this information to describe what the character is like. <u>Session 3:</u> Today I want to teach you that readers pay close attention to the facial expressions, body language, and gestures of the main character. To do this: <ol style="list-style-type: none"> 1. Name how the main character is feeling. 2. Tell why the character is feeling that way, telling what you
Craft and Structure: RL.K.4: Ask and answer questions about unknown words in a text. RL.K.5: Recognize common types of texts (e.g. storybooks, poems). RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
Integration of Knowledge and Ideas : RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). RL.K.8: (not applicable to literature) RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
Range of Reading and Level of Text Complexity RL.K.10: Actively engage in group reading with purpose and understanding.	
Reading Standards for Informational Texts	

Key Ideas and Details:

- RI.K.1: With prompting and support, ask and answer questions about key details in a text.
- RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure:

- RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5: Identify the front cover, back cover, and title page of a book.
- RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas:

- RI.K.7: With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

Range of Reading Level of Text Complexity:

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

Foundational Skills**Print Concepts**

- 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

- see in the character's face, body, and actions.
3. You may also say what you think the character may be thinking. You can add a post-it speech bubble to help you hold your thoughts.

Session 4: Today I want to teach you that readers pay close attention to the endings of books.

We do this by:

1. I think about all I learned from the book and ask, "How does my character feel now?" or "What might the character be thinking now?"
2. I turn back to the beginning of the book and ask, "How has the character changed from the beginning to the end of the book?"

Session 5: Today I want to teach you that readers have to think about how all the things we are learning about our characters go together from the cover, title, and book walk.

We do this by:

1. Telling our partners all that we have learned about our character and what happened to our character.
2. We can also tell our partner, "Did the character change at all during the story? How did he/she change?"

Bend II: Readers Can Work with Partners to Pretend We Are Characters in Our Books

Session 6: Today I want to teach you that readers use what they have learned about their characters to pretend to be the characters.

We can do this by performing in mini-plays with our classmates:

1. You and your partner will choose a character to study closely.
2. Think about how the character is feeling and match your voice and body gestures to the feeling as you read.
3. Pay careful attention to any changes that may be happening.

Session 7: Today I want to teach you that, often, characters are not talking during the entire book. Those non-talking parts are read by

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

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

- A. Recognize and produce rhyming words.
- B. Count, produce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. (This does not include CVCs ending with /l/, /r/, or /x/.))
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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 vowel and short with common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., *nap* and *tap*; *cap* and *cop*).

Fluency

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

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

a narrator. But, we can still use those parts to learn even more about our character.

When you come to a non talking part in your book:

- 1. Notice what the narrator is saying about the character.
- 2. Ask yourself, "What can I add to the way I make the character look, act, and feel as I act it out?"
- 3. Try it out: use what is happening in the story to the character and use expressive voices and dramatic gestures to read their parts.

Session 8: Today I want to teach you that we can not only take a look at the narrator's talk to learn about the characters, we can also use the pictures to help you imagine what the character might say on each page.

We can do this by:

- 1. Looking at the pictures very closely, noticing every part of the character's face, body, and the setting around them.
- 2. Use post-its to help you remember what you think the character might be saying.
- 3. Use what you learn from the pictures to add on to what you make your character say.

Bend III: Readers Perform Books in Reading Clubs to Become Experts About Characters and Stories (Reader's Theater)

Session 9: Today I want to teach you that we can work with other students to try some reading work about characters.

To learn about a character in our reading clubs, we can:

- 1. Closely study pictures, and/or
- 2. Closely study the words by rereading important parts, and/or,
- 3. Talking about a character's feelings, using exact language.
- 4. We talk about what we notice to teach our club mates, and listen carefully to learn even more from what our club mates can teach us.

Session 10: Today I want to teach you that the big secret to becoming a character expert is to know the story of the character really well!

Language Standards

Conventions of Standard English

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

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

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

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

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

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

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

We do this by:

1. Reading and rereading the book a few times.
2. Every time we do this, we make something better, such as improving our fluency, matching our reading to the feelings in that part, adding a gesture to our face, or making our bodies look a little more exactly like what is shown in the picture.

Session 11: Today I want to teach you that when you are trying to act and sound like your characters, you may need to try out a few different ways. You can do this with the help of your partner.

We do this by:

1. Looking at what is happening in the story--in the words and pictures.
2. Making a plan by talking, together, about what the character will think, say, and, do.
3. Try it out, and tell what went well and what can be changed.
4. Try again and again.

Bend IV: Giving the Gift of Reading

Session 12: Today I want to teach you that readers can give the gift of reading. You can think about the people you love and which stories they would love to hear from you.

We prepare to give the gift of reading by:

1. Deciding which story we would like to perform.
2. Getting together with our classmates or book club members to make a plan for how to perform it and for what audience.
3. Practice, practice, practice!

Session 13: Today I want to teach you that, when we tell stories and perform books, we have to make a lot of choices.

Some choices we need to make as storytellers are:

1. Am I going to say the exact words from the book or will I use my own words?
2. How will I make the characters feel...and how will I show that?
3. Do I need props, costumes, or settings to show even more of the story.

- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

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

Speaking and Listening Standards **Comprehension and Collaboration**

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

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

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

Presentation of Knowledge and Ideas

Session 14: Today I want to teach you that readers work hard to make their performances better every time they rehearse.

They do this by:

1. Performing the play for their club mates.
2. Working together to decide what they can do to make their performance even better. (Some examples: matching your voice to how the character is feeling, using more gestures and expressions, speaking loudly, and/or rereading to memorize some parts.)

CELEBRATION:

Today I want to teach you that a celebration can be a time to show off something we worked very hard to share with the world.

We prepare to celebrate by:

1. Reading charts to remind us of all the learning we have done.
2. Practicing the book over and over again.
3. Celebrating by showing off all you have learned about reading to perform a favorite fiction text.

Sample Assessments:

- TCRWP Running Records
- Kindergarten Assessment
- Words Their Way spelling inventory (when appropriate)
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

Instructional Strategies:

Interdisciplinary Connections

Correlates to Community Unit in Social Studies

- Study the characters in your school, home, or town community. Find out who they are, and what they like to do.

Technology Integration

- Create a class slideshow using digital photos about the

<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>topics we love to read about.</p> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> Using print media (books, newspapers, magazines) to practice reading and comprehension skills. <p>Global Perspectives</p> <ul style="list-style-type: none"> Read aloud stories from other cultures <i>Abuela's Weave</i> by O. Castaneda <i>Emeka's Gift: An African Counting Story</i> by Ifeoma Onyefulu <i>Tikki Tikki Tembo</i> by Blair Lent
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Professional Resources:

- ❑ TCRWP Curricular Calendar, Unit 7: *Readers Get to Know Characters by Pretending and by Performing Their Books*, Kindergarten, © 2013-2014
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GRK)
- ❑ Reading Pathways (for reading progressions and student-facing checklists)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>
- ❑ Literacy Links: <https://sites.google.com/a/summit.k12.nj.us/literacy-links2/>
- ❑ Coaches Corner: <https://sites.google.com/a/summit.k12.nj.us/coaches-corner>

Mentor Texts:

- ☐ *Frog and Toad* by Arnold Lobel
- ☐ *Franklin* series by Paulette Bourgeois/Shawn Jeffery and Sharon Jennings/Mark Korey
- ☐ *McDuff* series by Rosemary Wells
- ☐ *Puppy Mudge* series by Cynthia Rylant
- ☐ *Biscuit* series by Alyssa Satin Capucilli
- ☐ *Mrs. Wishy Washy* series by Joy Cowley
- ☐ *Elephant and Piggie* series by Mo Willems
- ☐ *Tabby Cat* series (Brand New Readers) by Phyllis Root
- ☐ *Mouse* series (Brand New Readers) by Phyllis Root
- ☐ *Worm* series (Brand New Readers) by Kathy Caple