



# PISCATAWAY TOWNSHIP SCHOOLS

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## Kindergarten English Language Arts

**Content Area:** Readers Workshop

**Grade Span:** Kindergarten

**Revised by:**

**Presented by:**

**Approval date:** August 12, 2021

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## COURSE OVERVIEW

### Description

Teachers College Reading and Writing Project is a research-based curriculum that is aligned with the New Jersey Learning Standards. It is a workshop model which allows teachers to meet standards while providing students the time and support needed to grow into fluent readers and writers. Within the workshop structure, teachers are able to address both the whole group's needs as well as differentiating for the needs of small groups and individuals.

### Goals

The goal of workshop is to prepare students for any reading and writing task they may face or set themselves, to turn them into life-long, confident readers and writers who display independence in their future endeavors. Students will reach these goals while working with titles that support the Holocaust/Amistad/LGBTQ Crosswalk.

### Scope and Sequence

Unit	Topic	Length
Unit 1	We Are Readers	19 sessions
If...Then...Unit	Emergent Reading: Looking Closely at Familiar Texts	approx. 18 sessions
Unit 2	Super Powers: Reading with Print Strategies & Sight Word Power	17 sessions
Unit 3	Bigger Books, Bigger Reading Muscles	19 sessions
Unit 4	Becoming Avid Readers	18 sessions
If...Then...Unit	Readers are Resourceful: Tackling Hard Words and Tricky Parts in Books	approx. 18 sessions

### Resources

**Core Text:** *The Reading and Writing Units of Study* (by Lucy Calkins and Colleagues from Teachers College Reading and Writing Project)

**Suggested Resources:** Grade-level reading and writing units and mentor texts, User Guides, Grade-level Google Drive, Heinemann online resources (that correspond with each unit), The Reading and Writing Project website

**Additional Read Aloud Resources that Support the Holocaust/Amistad/LGBTQ Crosswalk:**

- *A Big Mooncake for Little Star* by Grace Lin
- *Thank You, Omu!* by Oge Mora
- *All Are Welcome* by Alexandra Penfold
- *Healthy Foods Around the World* by Beth Bence Reinke
- *Different Appearances* by Rebecca Pettiford
- *Same, Same but Different* by Jenny Kosteck-Shaw
- *Mae Among the Stars* by Roda Ahmed

## ALL UNITS: INSTRUCTIONAL FOCUS

<b>Summary and Rationale</b>	
Teachers College Reading and Writing Project is a research-based curriculum that supports the students' individual needs in becoming independent readers and writers.	
<b>New Jersey Student Learning Standards</b>	
<b>NJSLS – Reading, Writing, Speaking and Listening, Language (key standards)</b>	
<b>Standard: Reading</b>	
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.
<b>RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).
<b>RL.K.7</b>	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).
<b>RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar texts.
<b>RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.
<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.
<b>RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.
<b>RI.K.5</b>	Identify the front cover, back cover, and title page of a book.
<b>RI.K.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

<b>RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<b>RI.K.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.
<b>RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.
<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>RI.1.5</b>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
<b>RF.K.4</b>	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
<b>RFS.1.1</b>	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
<b>RFS.1.2</b>	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
<b>RFS.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RFS.1.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>Standard: Speaking &amp; Listening</b>	
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>SL.K.2</b>	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.

<b>SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Standard: Language</b>	
<b>L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.K.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<b>L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.1.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.

## UNIT 1: We Are Readers

<b>Summary and Rationale</b>	
<p>In <i>We Are Readers</i>, children will learn that they already are readers; they will discover there are a lot of ways to be a reader. Children will read fascinating nonfiction texts and emergent storybooks-old favorites that are read over and over and over again. This unit allows for children’s approximate reading however, the aim will be to draw children toward conventional reading. Ultimately, children will develop habits as readers and the motivation to read.</p>	
<b>Recommended Pacing</b>	
<p><b>Bend I-Launching with Learn-About-The-World Books:</b> The goal of this bend is to convey to children that they can read up a storm, reading by themselves and with others, and that they can learn about the world through that reading. (9 sessions)</p> <p><b>Bend II-Reading Old Favorite Storybooks:</b> The goal of this bend is to have children continue to read learn-about-the-world books to end each reading workshop, but the bulk of the workshop time will now be devoted to reading old favorite storybooks. (10 sessions)</p>	
<b>New Jersey Student Learning Standards</b>	
<b>Standard: Reading</b>	
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
<b>RF.K.4</b>	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.
<b>RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.
<b>RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.
<b>RL.K.7</b>	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).

**Standard: Speaking & Listening**

<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.

**Standard: Language**

<b>L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Instructional Focus**

**Unit Enduring Understandings**

- Reading expands understanding of the world, its people and oneself.
- Authors write with different purposes in mind.

**Unit Essential Questions**

- What are the benefits of reading?
- How does reading affect your life?
- How does reading influence us?

**Objectives**

**Students will know** about Learn-About-the-World books and Old Favorite Storybooks.

**Students will be able to:**

- walk through the school environment to discover print.
- read environmental print.
- read and learn about the world.
- share observations with a friend.
- slow down reading to notice more.
- read privately and with a partner.
- read a book from cover to cover.
- mark pages that surprise them.
- share pages with their partner.
- reread to learn all parts of the book.
- reread a book by putting all the pages together.
- reread to think about and beyond the book.
- find parts of pages to back up their thinking.
- stop and think while reading.
- notice more and more words in books.
- read picture and words with partners.

- sound like teachers while reading Learn-about the-World books.
- look at pictures, remember and read old favorite storybooks.
- make the words and pictures match.
- pick their own old favorite storybooks.
- talk like the characters, using exact words, to make the characters come to life.
- reread old favorites to say more and more of the story.
- use words to join storybook pages together.
- read more and more exact words.
- find, point to, and read some words in old favorites.
- teach partners words they can read.
- work as a team with partners; using all they know to read old favorites.

## Resources

### Core Text:

- Unit 1: *We Are Readers*

### Core Mentor Texts:

- *The Beetle Alphabet Book* by Jerry Pallotta and David Biedrzycki
- *The Three Billy Goats Gruff* by Paul Galdone
- *Caps for Sale* by Esphyr Slobodkina
- *Harry and the Dirty Dog* by Gene Zion
- *The Carrot Seed* by Ruth Krauss
- *Mrs. Wishy-Washy* by Joy Cowley

### Additional Read Aloud Resources that Support the Holocaust/Amistad/LGBTQ Crosswalk:

- *A Big Mooncake for Little Star* by Grace

### Suggested Resources:

#### Anchor Charts:

- We Are Readers
- Readers Read with a Partner
- Readers Learn from Books, too!
- We Are Storybook Readers

#### Read Aloud Post It Notes:

- *The Carrot Seed* by Ruth Krauss

### Additional Suggested Resources:

- Our Gathering Song
- Private & Partner signs
- Helping Kids with Beginning Word Reading list
- How to Make an Old Favorite list
- Hickory Dickory; Twinkle, Twinkle; The Itsy Bitsy Spider songs
- Stages of Emergent Reading teacher resource
- Emergent Reading Conferring Sheet teacher resource
- Powerful Partners Work as a Team! teacher resource
- Old Favorite Storybooks parent letter



## If...Then...Unit: Emergent Reading: Looking Closely at Familiar Texts

Summary and Rationale	
<p><i>Emergent Reading; Looking Closely at Familiar Texts</i> extends the work from Unit 1 <i>We Are Readers</i>; this unit helps children continue to grow a deeper understanding of story but also develop a stronger sense of the language of the text. Through this unit, we will also be strengthening children’s willingness to read, as well as their own confidence when approaching books.</p>	
Recommended Pacing	
<p><b>Bend I-Old Storytime Favorites:</b>                      The goal of this bend is to bolster children’s sense for how stories go, as well as their use of literary language and expression, and their ability to think more deeply about story elements such as characters and plot.                      (approximately 6 sessions)</p> <p><b>Bend II-Readers Can:</b>                      The goal of this bend is to invite children to study the pictures closely so they can help them notice more in their stories. In this bend, children will also learn how to segment and hear more sounds in words, use developmental spelling to label, and begin to make two-word labels using articles such as the or using a few words to describe something. (approximately 6 sessions)</p> <p><b>Bend III-Reading Partners:</b>                      The goal of this bend is to help young readers have beginner conversations about familiar books with reading partners, while inventing creative ways to interact with books and each other. For example, children will learn to use Post-its to mark places and things in their books so they can share with others; use questions and prompts with partners to help grow their conversations. They will also learn how to reenact their books with partners.                      (approximately 6 sessions)</p>	
New Jersey Student Learning Standards	
<b>Standard: Reading</b>	
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
<b>RF.K.4</b>	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.
<b>RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.
<b>RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when,

	why, how).
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.
<b>RL.K.7</b>	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).
<b>Standard Speaking &amp; Listening</b>	
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Standard Language</b>	
<b>L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Reading expands understanding of the world, its people and oneself.</li> <li>• Authors write with different purposes in mind.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are the benefits of reading?</li> <li>• How does reading affect your life?</li> <li>• How does reading influence us?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know</b> Emergent Storybook reading, concepts about print, and letter/sound correspondence.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• reread and look closely at well-known books to make their reading sound like a story.</li> <li>• stop often and think about how characters say and do things in their books.</li> <li>• pay special attention to the parts of the book when a character has an especially strong feeling.</li> <li>• mark places to share with a partner, and act out the parts by thinking about how the character feels, and how they would look, sound, and act.</li> <li>• match their storytelling to the print on the page to read just like grown-ups.</li> <li>• point along under the words as they tell the story.</li> <li>• reread and write words to look closely and notice more in a story.</li> <li>• make labels for the pictures in the books they read.</li> <li>• label things such as feelings, what something looks like, and what things are happening.</li> </ul>	

- read the labels that they write to their partners.
- help each other get more sounds in their words.
- invent fun things to do with books they know really well and have studied closely.
- notice something that they want to share, put a Post-it on the page to save it for partner time.
- stop and think about WOW parts and say more when they share them with a partner.

## Resources

### Core Text:

- If...Then...Unit: *Emergent Reading: Looking Closely at Familiar Texts*

### Core Mentor Texts:

- *Caps for Sale* by Esphyr Slobodkina
- *Bunny Cakes* by Rosemary Wells,
- *Corduroy* by Don Freeman
- *Harry the Dirty Dog* by Gene Zion,
- *The Three Billy Goats Gruff* by Paul Galdone
- *The Three Bears* by James Marshall
- *Three Little Pigs* by James Marshall
- *The Carrot Seed* by Ruth Krauss
- *Mrs. Wishy Washy* by Joy Cowley

### Suggested Resources:

Anchor Charts:

- Readers Read with a Partner
- We Are Storybook Readers

### Additional Suggested Resources:

- Our Gathering Song
- Private & Partner signs
- Beginning, Middle, End song
- Stages of Emergent Storybook Reading teacher resource

## UNIT 2: Super Powers: Reading with Print Strategies & Sight Word Power

<b>Summary and Rationale</b>	
<p>In <i>Super Powers: Reading with Print Strategies and Sight Word Power</i> children will learn that they are super readers, who can activate “super powers” (strategies) to read with even greater skill. Children will learn to draw on multiple sources of information, such as meaning, syntax, and the sounds of letters to read with increasing independence. They will also develop the concept of one-to-one matching and understand that the print conveys meaning.</p>	
<b>Recommended Pacing</b>	
<p><b>Bend I-Using Superpowers to Look and Point, and Then Read Everything:</b>            The goal of this bend is for children to recognize that they have “super powers” for reading. Children will develop “pointer power” using one-to-one matching, tapping each word just once, checking that their reading makes sense, and pointing to words they know “in a snap.” (5 sessions)</p> <p><b>Bend II-Taking on Even the Hardest Words:</b>            The goal of this bend is for children to use their super powers to read more unfamiliar texts. Children will learn that it helps to use a combination of strategies when reading. They will gain additional strategies, learning to search for meaning, use picture clues, use the first letter of a word and newly learned snap words, and develop persistence as readers when they feel stuck. (5 sessions)</p> <p><b>Bend III-Bringing Books to Life:</b>            The goal of this bend is for children to draw on all of their super powers to read to themselves and others. They will work to make their voices smoother and to communicate their understanding of the text. (7 sessions)</p>	
<b>New Jersey Student Learning Standards</b>	
<b>Standard: Reading</b>	
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
<b>RF.K.4</b>	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.
<b>RL.K.7</b>	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).
<b>RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar texts.
<b>RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.

<b>Standard: Speaking &amp; Listening</b>	
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>SL.K.2</b>	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.
<b>SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Standard: Language</b>	
<b>L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.K.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Reading expands understanding of the world, its people, and oneself.</li> <li>• Readers develop a deeper understanding through reflection of text.</li> <li>• Readers use strategies to construct meaning.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are the benefits of reading?</li> <li>• How do readers reflect and respond?</li> <li>• Why are strategies important?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know</b> super readers use superpowers to look, point, and read everything they can. Also, students will know that super readers take on even the hardest jobs and that super readers know how to bring books to life.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• point to a word and read it.</li> <li>• reread texts.</li> <li>• remind their partners to use “powers” or strategies.</li> <li>• point under each word, making sure the pointing and reading aloud match.</li> <li>• count the number of words on a page or in a line.</li> <li>• read words that they already know in a snap.</li> <li>• check the first letter of a word and make sure that it matches the first letter of the word they say.</li> <li>• use pictures and visual clues to help decode words.</li> <li>• study pictures to make predictions before they read.</li> </ul>	

- learn new snap words.
- use the alphabet chart to remember letter sounds.
- try different powers/strategies to decode a word.
- read a familiar text with a smooth voice.
- notice a pattern when reading books.
- notice and use punctuation to figure out how to read.
- talk about books that they read.
- retell books.

## Resources

### Core Text:

- Unit 2: *Super Powers: Reading with Print Strategies and Sight Word Power*

### Core Mentor Texts:

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.
- *In the Garden* by Annette Smith, Jenny Giles, and Beverley Randell
- *It's Super Mouse!*
- *So Much* by Trish Cook

### Suggested Resources:

Anchor Charts:

- We Are Super Readers
- Readers Read with a Partner

Read Aloud Post It Notes:

- *So Much* by Trish Cooke

### Additional Suggested Resources:

- Our Gathering Song
- Spider Man Theme song
- Super Reader, Super Reader
- Private & Partner signs
- Readers Talk About Books chart
- Rain, Rain Go Away; Where is Thumbkin? songs
- Turn More Words into Snap Words!
- Teacher Word Identification Assessment teacher resource

## UNIT 3: Bigger Books, Bigger Reading Muscles

<b>Summary and Rationale</b>	
<p>In <i>Bigger Books, Bigger Reading Muscles</i> children will grow their bank of super power reading strategies to read new books. They will learn that as books get bigger and more challenging, their reading super powers (strategies) need to get bigger too.</p>	
<b>Recommended Pacing</b>	
<p><b>Bend I-Tackling More Challenging Books:</b> The goal of this bend is for children to study the ways books are becoming harder. They will use their knowledge of patterns to read texts with longer and more complex patterns. They will also use their pattern power to think more deeply about what a book is really saying. (6 sessions)</p> <p><b>Bend II-Zooming in on Letters and Sounds:</b> The goal of this bend is for children to use their knowledge of letters and sounds to read tricky words. They will use visual information in addition to meaning and structure to decode difficult words. (6 sessions)</p> <p><b>Bend III-Graduation; Becoming Stronger Readers:</b> The goal of this bend is for children to utilize all of the strategies they've developed to read more complex books with accuracy, fluency, and comprehension. They will also read high frequency words with automaticity. (7 sessions)</p>	
<b>New Jersey Student Learning Standards</b>	
<b>Standard: Reading</b>	
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
<b>RF.K.4</b>	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.
<b>RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<b>RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.

<b>RL.K.7</b>	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).
<b>Standard: Speaking &amp; Listening</b>	
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>SL.K.2</b>	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.
<b>SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Standard: Language</b>	
<b>L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.K.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Reading expands understanding of the world, its people, and oneself.</li> <li>• Readers develop a deeper understanding through reflection of text.</li> <li>• Readers use strategies to construct meaning.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are the benefits of reading?</li> <li>• How do readers reflect and respond?</li> <li>• Why are strategies important?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know</b> that readers tackle more challenging books, readers zoom in on letters and sounds, and that readers strive to be stronger readers.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify characteristics of challenging books.</li> <li>• sort books from least challenging (easy) to most challenging (hard).</li> <li>• read books from easiest to hardest.</li> <li>• find a pattern among sentences in a book.</li> <li>• figure out the changing words in a pattern.</li> <li>• use reading strategies to solve a page when a sentence pattern breaks.</li> <li>• reread and check their reading to make sure it sounds right and makes sense.</li> </ul>	



- think about the meaning of a book.
- introduce books to their partners.
- identify letters and their sounds.
- use letter-sound knowledge to decode unknown words.
- use initial sounds as well as pictures to decode words.
- look all the way to ending sounds to solve challenging words.
- identify sight words that they can read in a snap.
- look at the whole picture to figure out what is happening on a page.
- recognize snap words and other high frequency words with different endings.
- predict and think about what will happen next in a story.
- discuss a book with their partners.

## Resources

### Core Text:

- Unit 3: *Bigger Books, Bigger Reading Muscles*

### Core Mentor Texts:

- Picnic, Pizza, Cat and Mouse (Brand New Readers Series)
- *Pete the Cat and His Four Groovy Buttons* by Eric Litwin
- *It Looked Like Split Milk* by Charles Green Shawn
- Can You See the Eggs? By Jenny Giles
- *Oh, the Places You'll Go* by Dr. Seuss
- *Ethan's Cat* by Johanna Hunwitz
- *Wake Up Dad* by Beverley Randell
- *Dragonflies* by Margaret Hall
- *My Bug Box* by Pat Blanchard and Joanne Suhr
- Hickory Dickory Dock

### Suggested Resources:

Anchor Charts:

- We Are Super Readers
- Check Your Reading!
- With ABC Books, Readers Can...

Read Aloud Post It Notes:

- *Dragonflies* by Margaret Hall

### Additional Suggested Resources:

- Our Gathering Song
- We Have Sound Power song
- Private & Partner signs
- My Reading Mat student resource
- Blends & Digraphs student resource
- Letter Sound Identification Assessment
- High Frequency Word Lists
- Readers Talk About Books chart
- We Will Go; My Dog; Hooray poem

## UNIT 4: Becoming Avid Readers

Summary and Rationale	
<p>In <i>Becoming Avid Readers</i> children will build upon the skills that they have developed during the last few units. They will also circle back to the first unit, <i>We Are Readers</i>, and role play their way into becoming independent, confident, enthusiastic, avid readers. This unit brings all these key elements of learning together and celebrates the increased engagement that emerges as a result.</p>	
Recommended Pacing	
<p><b>Bend I-Becoming an Avid Reader:</b> The goal of this bend is to rally children to explore what avid readers do. This bend focuses on reading fictional stories. Children will also organize reading playdates. (8 sessions)</p> <p><b>Bend II-Learning from All-About Books:</b> The goal of this bend is for children to become avid readers of nonfiction texts. (6 sessions)</p> <p><b>Bend III-Falling in Love with Poetry:</b> The goal of this bend is for children to play with the rhyme and rhythm of poems and songs while developing their fluency. (4 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
<b>RF.K.4</b>	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.
<b>RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.
<b>RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.
<b>RL.K.7</b>	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).

<b>Standard: Speaking &amp; Listening</b>	
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Standard: Language</b>	
<b>L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Reading expands understanding of the world, its people, and oneself.</li> <li>• Readers develop a deeper understanding through reflection of text.</li> <li>• Readers use strategies to construct meaning.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are the benefits of reading?</li> <li>• How do readers reflect and respond?</li> <li>• Why are strategies important?</li> <li>• What are the habits and processes of effective readers?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know</b> avid reader habits, readers learn from All-About books, and that readers fall in love with poetry.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify what an avid reader looks like.</li> <li>• describe the characteristics of an avid reader.</li> <li>• discuss and feel what characters are feeling.</li> <li>• mark the pages that they want to discuss later with their partners.</li> <li>• draw/write on Post-its to remember their thinking while reading.</li> <li>• make reading playdates and do fun things with books.</li> <li>• act out a story in their minds and with their friends.</li> <li>• pay close attention to what a story is saying.</li> <li>• identify questions they have while reading nonfiction books.</li> <li>• share what they have learned from nonfiction books.</li> <li>• use specific vocabulary to talk like an expert.</li> <li>• participate in reading clubs based on a topic of interest.</li> <li>• notice and discuss similarities and differences in books.</li> <li>• read and reread poetry, matching its rhythm.</li> <li>• think about how a poem makes them feel.</li> </ul>	

- copy the rhythm and rhyme of a poem, changing a few words to create their own.

## Resources

### Core Text:

- Unit 4: *Becoming Avid Readers*

### Core Mentor Texts:

- *The Carrot Seed* by Ruth Krauss
- *It's Super Mouse* (Brand New Readers Series)
- *Not Norman: A Goldfish Story* by Kelly Bennett and Noah Jones
- *Venus Flytraps: Jaws of Death* by BBC.A link (online video resource)
- *Dragonflies* by Margaret Hall
- *Honeybees* by Martha Rustad
- *Gossie* by Oliver Dunrea

### Additional Read Aloud Resources that Support the Holocaust/Amistad/LGBTQ Crosswalk:

- *Thank You, Omu!* By Oge Mora

### Suggested Resources:

Anchor Charts:

- Avid Readers
- Readers Read with a Partner
- Reading Playdates
- Check Your Reading!
- Avid Nonfiction Readers
- We Are Super Readers
- Avid Poetry Readers

Read Aloud Post It Notes:

- *Not Norman: A Goldfish Story* by Kelly Bennett

### Additional Suggested Resources:

- Our Gathering Song
- Avid Readers Song
- Private & Partner signs
- Super Readers Cards
- I Am a Super Reader student template
- Speech and Thought Bubbles student template
- Signs of a Good Read Aloud
- Partners Share chart
- Readers Talk About Books chart
- How to Read a Poem chart
- How to be a Copycat Poet chart
- Let's Have a Grand Conversation chart
- The Swing poem
- The Itsy, Bitsy Spider; Mary Had a Little Lamb; I'm A Little Teapot; Rain; Brother John songs

## If...Then...Unit: Readers are Resourceful: Tackling Hard Words & Tricky Parts in Books

<b>Summary and Rationale</b>	
<p><i>Readers are Resourceful: Tackling Hard Words &amp; Tricky Parts in Books</i> highlights foundational skills for beginning readers, especially readers who are reading at or near levels C, D, and E. These children are beginning to put it all together; using directionality, searching for meaning in the pictures, having word-by-word matching, recognizing sight words in the context of reading, holding onto the patterns in their texts, and using these as a support when they read. This unit is designed both to teach children more strategies for word solving, cross-checking, self-correcting, and meaning making, and to model for them the resiliency of careful readers.</p>	
<b>Recommended Pacing</b>	
<p><b>Bend I-Readers Think About the Story:</b> The goal of this bend is to invite children to be resourceful problem solvers, using all that they can to solve words. (approximately 7 sessions)</p> <p><b>Bend II-Readers are Flexible Problem Solvers:</b> The goal of this bend is to teach children that flexible readers don't just try one strategy and give up-they give it their best, making multiple attempts to solve those tricky words. (approximately 5 sessions)</p> <p><b>Bend III-Expert Readers:</b> The goal of this bend is to teach children that readers in real life reread for many purposes-to solve tricky words, to notice new things in their books, and to smooth out their reading. They will, independently and in partnerships, make plans for rereading as they move from book to book. (approximately 6 sessions)</p>	
<b>New Jersey Student Learning Standards</b>	
<b>Standard: Reading</b>	
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
<b>RF.K.4</b>	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
<b>RFS.1.1</b>	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
<b>RFS.1.2</b>	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
<b>RFS.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RFS.1.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.
<b>RI.K.5</b>	Identify the front cover, back cover, and title page of a book.
<b>RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>RI.1.5</b>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>RI.K.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>Standard: Speaking &amp; Listening</b>	
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Standard: Language</b>	
<b>L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.K.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.1.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Reading expands understanding of the world, its people, and oneself.</li> <li>• Readers develop a deeper understanding through reflection of text.</li> <li>• Readers use strategies to construct meaning.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What are the benefits of reading?</li> <li>• How do readers reflect and respond?</li> <li>• Why are strategies important?</li> <li>• What are the habits and processes of effective readers?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know</b> readers think about the story, readers are flexible problem solvers, and how to be an expert reader.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• use meaning of the story to figure out tricky parts.</li> <li>• use meaning, plus syntax, to problem solve.</li> </ul>	

- watch out for signs to go back and fix things up.
- try out many different strategies to figure out a tricky word.
- use Post-its to mark tricky places.
- help their partners through the tricky parts.
- carefully reread with a plan.
- make plans for their reading with a partner.
- read together in many different ways to make their reading sound great.

## Resources

### Core Text:

- If...Then...Unit: *Readers are Resourceful; Tackling Hard Words & Tricky Parts in Books*

### Core Mentor Texts:

- *It's Super Mouse* (Brand New Readers Series)

### Suggested Resources:

Anchor Charts:

- We Are Super Readers
- Check Your Reading!
- How Do I Figure Out What Sounds Right?

### Additional Suggested Resources:

- Our Gathering Song
- Private & Partner signs
- Readers Watch Out for Signs to Go Back & Fix Things Up list
- Questions to Help Your Partner Solve a Tricky Part chart
- Reasons to reread chart
- Partners Make Plans bookmark
- Ways to Read Together chart