

Reading

Kindergarten

Prepared by:

Meghan Martinez

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

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Revised **September 8, 2022**

Kindergarten Reading Workshop Curriculum Overview

Course Description:

Kindergarten Reading Workshop is taught in five units throughout the school year. The curriculum lays the foundation for beginning and emergent reading skills. Students will develop a love of reading as they embark on their reading journey. Kindergartens begin exploring books by reading pictures, identifying letters and some words. As they move along in each unit they will develop a storytelling voice, retelling and comprehension strategies, word decoding skills and the ability to teach and talk about texts as they begin to read conventionally. Students will place importance on books book handling, concepts of print, and the importance of illustrations. Young readers will develop a love of books as they explore various genres and apply reading strategies in order to transfer skills to any variety of text.

Students will not only meet the New Jersey Learning standards for Kindergarten they will begin to develop a love and understanding of texts, their purpose and create the lay the foundational skills they need to embark on their reading journey.

Course Sequence:

- Unit 1: We are Readers (25 class periods)
- Unit 2: Reading by Heart: Emergent Story Books (22 class periods)
- Unit 3: Reading Together (23 class periods) 5-6 weeks
- Unit 4: Reading Books that Fit (27 class periods)
- Unit 5: “Teaching Books” (25 class periods)

Prerequisite: None

Content Area: ELA
Unit Title: We are Readers!
Grade Level: Kindergarten

Unit Summary: This marks the beginning of the journey that will lead students into the rest of their reading lives. During this introductory unit, students will be exposed to various genres of texts as reading becomes abundant, joyful, playful and most of all an engaging experience. Readers will have hands on experience with a variety of various books as they relate to their interests. Kindergartners will begin to take on the role of a “reader,” as they learn the routines and rituals of reader response, the concept of print skills and book handling. Books will be celebrated and highlighted each and every day as young learners become readers in a reading rich environment.		
Career Ready Practices:		
CRP1. Act as a responsible and contributing citizen and employee.		
CRP4. Communicate clearly and effectively and with reason.		
CRP5. Consider the environmental, social and economic impacts of decisions		
Standards (Content and Technology):		
CPI#:	Statement:	
RK.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, and how).	
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., how a moment in a story an illustration depicts).	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	
RI.K.5	Identify the front cover, back cover, and title page of a book.	
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., how a person, place, thing, or idea in the text an illustration depicts).	
RF.K.1a	Demonstrate understanding of the organization and basic features of print. 1. Follow words from left to right, top to bottom, and page by page.	
SL.K.1 a-b	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> 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.6	Speak audibly and express thoughts, feelings, and ideas clearly	
	Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.	
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.	
	Computer Science and Design Thinking	
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through networks.	
8.1.2.AP.4	Break down a task into a sequence of steps.	
	Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
SEL: Self Awareness	<ul style="list-style-type: none">Recognize one's personal traits, strengths, and limitationsRecognize one's personal traits, strengths and limitationsRecognize the importance of self-confidence in handling daily tasks and challenges	
SEL: Self Management	<ul style="list-style-type: none">Recognize the skills needed to establish and achieve personal and educational goals	
SEL: Social Awareness	<ul style="list-style-type: none">Recognize and identify the thoughts, feelings, and perspectives of othersDemonstrate an awareness of the expectations for social interactions in a variety of settings	
SEL: Responsible Decision-Making	<ul style="list-style-type: none">Develop, implement and model effective problem solving and critical thinking skillsIdentify the consequences associated with one's actions in order to make constructive choices	
SEL: Relationship Skills	<ul style="list-style-type: none">Utilize positive communication and social skills to interact effectively with othersIdentify ways to resist inappropriate social pressureDemonstrate the ability to prevent and resolve interpersonal conflicts in constructive waysIdentify who, when, where, or how to seek help for oneself or others when needed	
Interdisciplinary Connections		
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	

Unit Essential Question(s): <ul style="list-style-type: none">What are all the different ways we can be readers?What roles do readers play to make a strong reading community?	Unit Enduring Understandings: <ul style="list-style-type: none">Students will be exposed to a variety of books; fiction and nonfiction, picture books and poetry. Students will discover the various ways to find reading material of interest and use pictures, words and beginning sounds as readers.Students will work together and independently to respect each other's books and the routines and procedures of the readers workshop. Students will love for reading through exposure to books, teacher modeling of reading relationships and discussion.
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Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none">Choose books that look interestingHandle books carefullyShare books with a partnerBecome a community of Readers
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Formative Assessments: Anecdotal notes (conferring notes), vignettes, Concepts of print checklist
Summative/Benchmark Assessment(s): None
Resources/Materials (copy hyperlinks for digital resources): Suggested Mentor Texts: No David Edwina by Mo Willems Elephant and Piggie Books- Mo Willems Pete the Cat Non-Fiction texts The Kissing hand Chicka Chicka Boom Boom Wordless picture books

Modifications: <ul style="list-style-type: none">Special Education Students/504<ul style="list-style-type: none">Allow errorsRephrase questions, directions, and explanationsAllow extended time to answer questions, and permit drawing, as an explanationAccept participation at any level, even one wordConsult with Case Managers and follow IEP accommodations/modificationsEnglish Language Learners<ul style="list-style-type: none">Assign a buddy, same language or English speakingAllow errors in speakingRephrase questions, directions, and explanationsAllow extended time to answer questionsAccept participation at any level, even one word	<ul style="list-style-type: none">At-Risk Students<ul style="list-style-type: none">Provide extended time for tasksConsult with Guidance Counselor and follow I&RS procedures and plansConsult with classroom teacher for specific behavior interventionsProvide rewards as motivationGifted and Talented Students<ul style="list-style-type: none">Provide extension activitiesBuild on students' intrinsic motivationsConsult with parents to accommodate student's interests and completing tasks at their own pace
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Lesson Name/Topic	Lesson Objective(s)	Time frame
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Reader choose books that look interesting	<ul style="list-style-type: none">• Readers know books want to be read they pick them up, look them over and start to explore.• Readers sometimes lay two books next to each other and think, "which one do I want to read first?"• Readers don't worry too much about picking a book, instead they pick a book and start to read the pictures• Readers notice a book they already know and pick that up. They turn the pages and read the pictures from memory.• Readers choose books that remind them of something they already know or have read by thinking and asking themselves, "Does this remind me of something?"	<ul style="list-style-type: none">• 5-10 minute mini lessons on conferring• 5 days
Readers handle books carefully	<ul style="list-style-type: none">• Readers know books are precious objects of learning. They use their hands carefully when reading<ul style="list-style-type: none">◦ Teacher can model/role play what readers should and shouldn't do (*teachers note..you can use copy paper to model how readers SHOULD NOT turn pages as we can damage them.• Readers return books with care, gently placing books back where they belong• If a reader wants to read a book another reader is reading they wait until they are done and never grab• Readers treat books like baby birds. They hold them with care and study them carefully<ul style="list-style-type: none">◦ Role play and act out holding a bird and a book. Students can copy your model before applying strategy to book• Readers know what to do when they are done with a book<ul style="list-style-type: none">◦ Modeling routines◦ Anchor chart step by step	<ul style="list-style-type: none">• 5-10 minute mini lessons on conferring• 5 days
Readers share books with a partner	<ul style="list-style-type: none">• Readers talk to partners by sharing their favorite parts• Readers suggest books to each other<ul style="list-style-type: none">◦ Readers can say, " I think you may like this book because..."• Readers sit next to a partner and share books. They do this by sitting shoulder to shoulder and knee to knee with one book in between them.<ul style="list-style-type: none">◦ Create a visual through modeling and anchor charts to display how readers sit to share a book• Readers point to different parts of their book and explain those parts to their reading partner• Readers know it is important to be a helpful partner<ul style="list-style-type: none">◦ Readers ask questions<ul style="list-style-type: none">■ What is your favorite part?■ Tell me about your book?■ What did you learn?• Partners listen carefully and take turns sharing• Before reading books, readers make on plan on how they will share<ul style="list-style-type: none">◦ Who will share first?◦ Will we point to the pictures?◦ Will we read parts◦ We will chat about the book.	<ul style="list-style-type: none">• 5-10 minute mini lessons on conferring• 7 days
Readers become a community of readers	<ul style="list-style-type: none">• Readers know they have an important role in the reading community. They know they read books and enjoy them<ul style="list-style-type: none">◦ Creating a community of respect◦ Asking readers...<ul style="list-style-type: none">■ How do I read best (at home v. at school)■ Where do I like to read?■ What books do I like?• Readers follow the workshop plan<ul style="list-style-type: none">◦ Creating an anchor chart displaying the various parts of readers workshop gives students a visual about what is expected of them◦ You can use illustrations or photographs of your students to create an anchor chart<ul style="list-style-type: none">■ Mini-lesson■ Independent reader■ Partner Reading■ Share• Readers know that others are reading as well. They make sure to wait to interrupt a reader until the share time• Sometimes readers get fidgety.<ul style="list-style-type: none">◦ If readers feel this way STOP and take a deep breath, fill your belly	<ul style="list-style-type: none">• 5-10 minute mini lessons on conferring• 8 days

	<ul style="list-style-type: none"><ul style="list-style-type: none">Then pick up your book to resume enjoying it againReaders remember all they know about working with a partner during share timeReaders help each other stay focused<ul style="list-style-type: none">Readers can say, "You seem distracted"...reminding the reader how to get back to their book.To keep the community strong, readers know that if they feel distracted they do something.<ul style="list-style-type: none">Take a breakChoose a more interesting bookReaders celebrate books by sharing their growth as readers<ul style="list-style-type: none">Readers can<ul style="list-style-type: none">Take a book paradeReaders ask What did you learn about reading	
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Teacher Notes: In this unit you set the stage for beginning reading skills.

- These mini lessons explore the various ways readers can choose books to read. These objectives can be taught in whole group or small conference. They relate to the goals of the class and independent reader.
- Create book baskets for tables to browse. At this point in the year students should not be utilizing the library
 - Fill baskets with various genres and types of picture books of high interest to your readers
 - Include magazines
 - Wordless books
 - Strong picture content
 - Mentor texts
 - Class favorites from read alouds
 - poems
- Show respect for books through modeling and think aloud
- Model how students Should and SHOULD NOT treat books
- Establish routines and rituals that make books fun but also establish the routines you plan to use for the duration of the school year
- Creating anchor charts through visuals and pictures in a step by step manner
- When building partnerships teach explicitly how to sit and where to put books
Gather students around partnerships and use think aloud and peer modeling to define and relate a teaching point
- Students can read independently for 1-5 minutes.
 - Have students continue to build reading stamina by increasing daily or dependent on the needs of a reader

Additional Resources

Raz Kids

Content Area: Literacy	
Unit Title: Heart Books	
Grade Level: Kindergarten	
Unit Summary: The foundation of this unit relies on children reading familiar texts over and over again. Students will read these beloved books multiple times and read the books by heart. In essence they are developing concepts of print, story language as well as oral language. This is an essential stage in the development of reading where students are not yet reading conventionally. Students will rely on picture clues to read the story from memory all the while developing a love for connecting deeply with each text.	
Standards (Content and Technology):	
CPI#:	Statement:
RK.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when)
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how)
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.

RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what a moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what a person, place, thing, or idea in the text an illustration depicts).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
RF.K.1	Demonstrate understanding of the organization and basic features of print. 1. Follow words from left to right, top to bottom, and page by page.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
SL.K.1 a-b	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> 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.6	Speak audibly and express thoughts, feelings, and ideas clearly
L.K.1 L.K.1.D	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
	Career Readiness, Life Literacies and Key Skills
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.
9.4.2.C.I.1	Demonstrate openness to new ideas and perspectives
	Computer Science and Design Thinking
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through digital tools.
8.1.2.NI.3	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared.
8.1.2.AP.4	Break down a task into a sequence of steps.
	Intercultural Statements (Amistad, Holocaust, LGBT, SEL)
SEL: Self Awareness	<ul style="list-style-type: none">Recognize one's personal traits, strengths, and limitationsRecognize one's personal traits, strengths and limitationsRecognize the importance of self-confidence in handling daily tasks and challenges
SEL: Self Management	<ul style="list-style-type: none">Recognize the skills needed to establish and achieve personal and educational goals
SEL:	<ul style="list-style-type: none">Recognize and identify the thoughts, feelings, and perspectives of others

Social Awareness	<ul style="list-style-type: none">• Demonstrate an awareness of the expectations for social interactions in a variety of settings	
SEL: Responsible Decision-Making	<ul style="list-style-type: none">• Develop, implement and model effective problem solving and critical thinking skills• Identify the consequences associated with one's actions in order to make constructive choices	
SEL: Relationship Skills	<ul style="list-style-type: none">• Utilize positive communication and social skills to interact effectively with others• Identify ways to resist inappropriate social pressure• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways• Identify who, when, where, or how to seek help for oneself or others when needed	
Interdisciplinary Connections		
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	
Unit Essential Question(s): <ul style="list-style-type: none">• What is reading?• How do we read?• Why do people love to read?		Unit Enduring Understandings: <ul style="list-style-type: none">• Students will be exposed to classic emergent stories. Teachers will model how readers can read in various ways. By being exposed to these classic emergent stories, students can memorize the stories and retell them. This enables readers to get clues about the story and develop story and oral language skills. Students learn how print or stories match pictures. Students can choose to retell stories from memory using pictures or beginning to read some stories conventionally.• Readers will learn to love telling their own stories. Readers will be able to retell these classic emergent stories and to read them individually and to
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none">• Readers use all they know to read a heart book.• Readers read their heart books to a partner and ask for help when they are stuck• Readers share their opinions about their heart books.		
Formative Assessments: Anecdotal notes (conferring notes), vignettes, Concepts of print checklist		
Summative/Benchmark Assessment(s): None		
Resources/Materials (copy hyperlinks for digital resources): Suggested Mentor Texts: Knuffle Bunny by Mo Willems Caps for Sale by Esphyr Slobodkina <i>Goldilocks & The 3 Bears</i> <i>The Little Red Hen</i> (various authors) <i>3 Billy Goats Gruff</i> (various authors) <i>The Gingerbread Man</i> (various authors) <i>Harry The Dirty Dog</i> Gene Zion <i>Corduroy</i> Don Freeman Sleep, Big Bear Sleep by Maureen Wright Big Bear Hug by Nicholas Oldma Chicka Chicka Boom Boom by Bill Martin		
Modifications: <ul style="list-style-type: none">• Special Education Students/504<ul style="list-style-type: none">o Allow errorso Rephrase questions, directions, and explanationso Allow extended time to answer questions, and permit drawing, as an explanationo Accept participation at any level, even one word		<ul style="list-style-type: none">• At-Risk Students<ul style="list-style-type: none">o Provide extended time to complete taskso Consult with Guidance counselor and follow I&RS procedures and plans

<ul style="list-style-type: none">o Consult with Case Managers and follow IEP accommodations/modifications• English Language Learners<ul style="list-style-type: none">o Assign a buddy, same language or English speakingo Allow errors in speakingo Rephrase questions, directions, and explanationso Allow extended time to answer questionso Accept participation at any level, even one word	<ul style="list-style-type: none">o Consult with classroom teacher for specific behavior interventionso Provide rewards as motivation• Gifted and Talented Students<ul style="list-style-type: none">o Provide extension activitieso Build on students' interests and motivationso Consult with parents to help accommodate student needs for completing tasks at appropriate level of engagement
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Lesson Name/Topic	Lesson Objective(s)	Time frame
Readers use all they know to read a heart book	<ul style="list-style-type: none">• Readers read heart books by remembering how the story goes.• Readers use pictures to help them read hear books and point to the pictures as they read.• Readers read by including some of the exact words they remember from the story.• Readers reread parts of whole books to help them understand it better• Readers pause to stop and think about books as they read.<ul style="list-style-type: none">o Readers stop to think about characters, pictures, or make predictions• Readers imagine the characters thoughts.<ul style="list-style-type: none">o Reades stop to say to themselves, "This character must be thinking..."• Readers change their voice to sound like characters as they read.• Readers follow the sequence of a story as they read.<ul style="list-style-type: none">o Readers use the pictures to keep the story in order.	<ul style="list-style-type: none">• 5-10 minute mini lessons on conferring• 5 days-8 days
Readers read their heart book to a partner and ask for help when they are done.	<ul style="list-style-type: none">• Readers choose a book to read with their partner and sit hip to hop with one book in between.• Readers make a plan how they will read their book.<ul style="list-style-type: none">o Echo Readingo Choral Readingo See-Saw Reading• Readers help their partners to remind them of an important part• Partners are helpers<ul style="list-style-type: none">o Partners can ask their reading partner questions<ul style="list-style-type: none">■ If they forgot a part• Partners top and chat about their books.<ul style="list-style-type: none">o Talk about funny partso Share feelingso Open discussions about books	<ul style="list-style-type: none">• 5-10 minute mini lessons on conferring• 5 days-7 days
Readers share their opinions about their heart books.	<ul style="list-style-type: none">• Readers use post it notes to make places in their book that they will want to share<ul style="list-style-type: none">o Favorite Parto Funny Parto Important Parto Confusing Parto Words to share• Readers listen carefully as their partner talks. Readers Respond to what your partner is saying<ul style="list-style-type: none">o Agree, Disagreeo Add something• Readers share why they think something<ul style="list-style-type: none">o "I think this because..."• Readers use pictures to help them with their ideas.• Readers can change their ideas as pictures can make ideas grow stronger.	<ul style="list-style-type: none">• 5-10 minute mini lessons on conferring• 5 days-7 days

Teacher Notes: <ul style="list-style-type: none">• Read the same text 4-5 times aloud in various ways. You can incorporate the story into shared reading, interactive reading, reading just for fun.• Model a strong love for books telling readers we read books we love over and over and over again.• Conferring will be less structured due to the stage of development of the reader.• Create an anchor chart for partner time or create structure as sharing freely can be more difficult for younger learners.• Continue to increase reading stamina and increase independent reading time in 1-2 minute increments daily or weekly.• Celebrate the end of the unit with a celebration<ul style="list-style-type: none">o Graph favorite bookso Share favorite story in small groupo Share strategy groupso Have a book parade
Additional Resources

Content Area: Literacy	
Unit Title: Reading Together	
Grade Level: Kindergarten	
Unit Summary: Students are at the brink of reading conventionally. This unit focuses on the tools and strategies emergent to beginning readers will use to them problem solve. Students will build a collection of strategies and troubleshooting skills that help them to comprehend and decode the text. This unit focuses on teaching reading strategies and watching how they are transferred to the reader and applied to various texts. Students will preview, predict, and envision storybooks, apply letter sound, sight word recognition, use picture clues, word parts and partnerships to develop meaning and purpose within a text.	
Standards (Content and Technology):	
CPI#:	Statement:
NJSLS Standards	
RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, how).
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d	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 sequence of letters c. Understand that words are separated by spaces in print d. Recognize and name all upper-and lower case letters of the alphabet.
RF.K.2. RF.K.2.A RF.K.2. B RF.K.2. C RF.K.2. D RF.K.2. e	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3 RF.K.3a RF.K.3c	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 frequent sounds of each consonant. C. Blend and Segment onsets and rimes of single-syllable spoken words.
RF.K.4 RF.K.4.A RF.K.4.B	Read emergent texts 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.
SL.K.1 SL.K.1 a SL.K.1b	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> 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 issues under discussion). B. Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood

SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
SL.K.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
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	Career Readiness, Life Literacies and Key Skills
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.
9.4.2.C.I.1	Demonstrate openness to new ideas and perspectives
	Computer Science and Design Thinking
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through network.
8.1.2.NI.3	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
8.1.2.AP.4	Break down a task into a sequence of steps.
	Intercultural Statements (Amistad, Holocaust, LGBT, SEL)
SEL: Self Awareness	<ul style="list-style-type: none">Recognize one's personal traits, strengths, and limitationsRecognize one's personal traits, strengths and limitationsRecognize the importance of self-confidence in handling daily tasks and challenges
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SEL: Responsible Decision-Making	<ul style="list-style-type: none">Develop, implement and model effective problem solving and critical thinking skillsIdentify the consequences associated with one's actions in order to make constructive choices
SEL: Relationship Skills	<ul style="list-style-type: none">Utilize positive communication and social skills to interact effectively with othersIdentify ways to resist inappropriate social pressureDemonstrate the ability to prevent and resolve interpersonal conflicts in constructive waysIdentify who, when, where, or how to seek help for oneself or others when needed
Interdisciplinary Connections	
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
<div>Unit Essential Question(s):<ul style="list-style-type: none">How can readers be reading teachers?How can readers build and understanding of a book?</div> <div>Unit Enduring Understandings:<ul style="list-style-type: none">Students will grow from emergent beginning readers as they apply transfer taught strategies through independent and partnership reading and practice.Students will build a collection of strategies to help them better understand texts. Concepts of print, letter sound knowledge, sight word recognition, problem solving strategies and talking about books will all help promote young readers understanding of text.</div>	
<div>Unit Learning Targets/Objectives: Students will...</div> <ul style="list-style-type: none">Get their minds ready to read a family book by looking closely at the picturesRead familiar texts with purpose and understanding by starting to look closer at the wordsReaders have tools to use if they forget how the familiar stories sounds.Partners read stories together and talk about books.	

Formative Assessments: Anecdotal notes (conferring notes), vignettes, Concepts of print checklist

Summative/Benchmark Assessment(s): Fountas and Pinnell Reading Assessment

Resources/Materials (copy hyperlinks for digital resources):

Suggested Mentor Texts:
I Went Walking by Sue Williams
Late One Night by Jan Mader
Bear Snores On by Karma Wilsom
The Snowy Day by Ezra Jack Keats
Dragons Love Tacos by Adam Rubin
I Love Monkey by Suzanne Kaufman
Big Bear Hug by Nicholas Oldma
Chicka Chicka Boom Boom by Bill Martin
Teacher selected leveled A-B Texts

Modifications:

- Special Education Students/504
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
 - English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with Guidance Counselor and follow I&RS procedures and plans
 - Consult with classroom teacher for specific behavior interventions
 - Provide rewards as necessary
 - Gifted and Talented Students
 - Provide extension activities
 - Build on students' intrinsic motivations
 - Consult with parents to accommodate students' interests in completing tasks at their own pace and level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame
Readers get their minds ready to read a familiar book/shared reading text by looking very closely at the pictures.	<ul style="list-style-type: none">● Readers look at the picture and then remember what was happening on that page. They say the words they remember● Readers look at the picture and think, “ What do I think about this page?● Readers often take a book tour studying the pictures to remember what the book was all about.<ul style="list-style-type: none">○ Readers go to the beginning of the book and read the story● Readers start to notice important parts of the pictures by pointing at the picture and saying out loud what is happening● Readers notice their favorite parts of pictures and maybe some words that go with that.● Readers often decode on different picture they want to share with their partners.	<ul style="list-style-type: none">● 5-10 minute mini lessons or small group conferring● 5 days-7 days
Read familiar texts with purpose and understanding by starting to look closer at the words.	<ul style="list-style-type: none">● Readers recognize letters that they are familiar with, especially those that are part of their name.● Readers notice words they know by heart and point to them as they read them.● Readers often decide how they are going to read before getting started.<ul style="list-style-type: none">○ They may decide to choose to change their voice to sound like the character○ They may pay attention to the punctuation and make their voices sound like storytellers.○ They may read looking for words and letters they recognize.○ They may read and notice what makes them feel a big feeling in their head or heart.○ They read with their own selected purpose.● Even if they do not know every word on the page, the reader may find letters they know and make the sound of that letter.● Readers compare two texts after they read noticing what is the same and different.	<ul style="list-style-type: none">● 5-10 minute mini lessons or small group conferring● 5 days-10days

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Readers have tools to use if they forget how the familiar story sounds.	<ul style="list-style-type: none"> Readers often whisper to a partner. <ul style="list-style-type: none"> "Excuse me, do you remember this part? Would you help me?" Readers look back at the picture and notice a dew of the words to remember what was going on during that part. Readers look ahead or back up in the story to see what logically fits there. Readers think of the pattern that the book may have and start with that pattern to jog their memory. Readers skip that part and come back to it later. Readers read with a partner, side by side and ask the partner to take that part. Once they do, they repeat it to themselves a bunch of times to remember for the next time they read that book. 	<ul style="list-style-type: none"> 5-10 minute mini lessons or small group conferring 5 days-7 days
Partners read stories together and talk about books.	<ul style="list-style-type: none"> Partners make a plan before they read. <ul style="list-style-type: none"> They may pick one of the same plans that they try when they read on their own. Partners bring a few books with them and decide together what they will read in order and what they will want to chat about. Readers help each other by sharing some tips that they learned when reading on their own. <ul style="list-style-type: none"> They say, "Something you can try.." Readers talk about their books as they are reading them. They notice things about the books and their reading and share those with each other. Partners make the best use of their time by reading and talking about their books. They help each other stay on track. Partners share their thinking about each other's books. Partners ask each other questions and then try to answer them together the best they can. Partners sometimes will teach each other about the story before or after they read. PArtners often stop and talk about characters <ul style="list-style-type: none"> This character is.. This character reminds me of.. Partners often will lay their books next to each other and compare the two books noticing what is the same and different. 	<ul style="list-style-type: none"> 5-10 minute mini lessons or small group conferring 5 days- 10 days
Teacher Notes: <ul style="list-style-type: none"> Leave time for reteaching <ul style="list-style-type: none"> This unit is packed with strategies. Revisiting a mini lesson is recommended to refresh students mind on how to transfer and apply reading strategies. Minilessons can overlap or complement each other. Assess the needs of the readers and combine minilessons as needed or introduce in small strategic groups. Support and model concepts of print and directionality when reading (shared reading, read aloud, mini lessons, etc.) You can call a fish bowl or attention to partners who are sharing and talking about books. This is an organic way to highlight and model student learning. Have readers celebrate books at the end of the unit. They can share what they learned through a variety of modalities. <ul style="list-style-type: none"> Post it notes Student led mini-lessons Anchor chart, most used strategy. Partnerships or small group teaching about reading. 		
Additional Resources Raz Kids		

Content Area: Literacy	
Unit Title: Reading Books that Fit	
Grade Level: Kindergarten	
Unit Summary: Students will begin the transition into conventional reading during this unit. As students have become familiar with parts of text, reading picture stories and using a storyteller voice, this unit builds upon a young readers schema of texts and they begin to choose books that fit their reading level and needs. This unit will focus on teaching and applying reading strategies, comprehending text and choosing books that fit the reader.	
Standards	
CPI#:	Statement:
NJSLS Standards	
RK.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when)
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how)

RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories
RF.K.1 RF.K.a RF.K.1b RF.K.1c RF.K.1d	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 sequence of letters c. Understand that words are separated by spaces in print d. Recognize and name all upper-and lower case letters of the alphabet.
RF.K.2 RF.K.2 A RF.K.2.C RF.K.2.E	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. C. Blend and segment onsets and rimes of single-syllable spoken words. E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d	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 frequent sounds of each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read high-frequency and sight words with automaticity. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap)
RF.K.4	Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.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).
SL.K.1 SL.K.1 a SL.K.1b	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> 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 under discussion). B. Continue a conversation through multiple exchanges.

SL.K.2	Confirm understanding of a text read aloud or information presented orally through other media by asking and asking for clarification or asking questions about key details and requesting clarification if something is not understood
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
SL.K.4	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
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1A	A. Print many upper- and lowercase letters.
L.K.1B	B. Use frequently occurring nouns and verbs.
L.K.1C	C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).
L.K.1D	D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
L.K.1E	E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
L.K.1F	F. Produce and expand complete sentences in shared language activities.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten through grade 1 texts, using general strategies and word-part knowledge.
L.K.4.a	A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and applying that meaning to the verb <i>to duck</i>).
L.K.4.b	B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
	Career Readiness, Life Literacies and Key Skills
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.
9.4.2.C.I.1	Demonstrate openness to new ideas and perspectives
	Computer Science and Design Thinking
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through networks.
8.1.2.NI.3	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared.
8.1.2.AP.4	Break down a task into a sequence of steps.
	Intercultural Statements (Amistad, Holocaust, LGBT, SEL)
SEL: Self Awareness	<ul style="list-style-type: none">Recognize one's personal traits, strengths, and limitationsRecognize one's personal traits, strengths and limitationsRecognize the importance of self-confidence in handling daily tasks and challenges
SEL: Self Management	<ul style="list-style-type: none">Recognize the skills needed to establish and achieve personal and educational goals
SEL: Social Awareness	<ul style="list-style-type: none">Recognize and identify the thoughts, feelings, and perspectives of othersDemonstrate an awareness of the expectations for social interactions in a variety of settings
SEL: Responsible Decision-Making	<ul style="list-style-type: none">Develop, implement and model effective problem solving and critical thinking skillsIdentify the consequences associated with one's actions in order to make constructive choices
SEL: Relationship Skills	<ul style="list-style-type: none">Utilize positive communication and social skills to interact effectively with othersIdentify ways to resist inappropriate social pressureDemonstrate the ability to prevent and resolve interpersonal conflicts in constructive waysIdentify who, when, where, or how to seek help for oneself or others when needed
Interdisciplinary Connections	
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
Unit Essential Question(s): <ul style="list-style-type: none">What is the job of a reader?How do our opinions help us and others read?	
Unit Enduring Understandings: Students will grow from emerging beginning readers as they apply and transfer taught strategies through independent and partnership practice. Students will build a collection of texts to help them better understand the world. Concepts of print, letter sound	

		sight word recognition, problem solving strategies and talking about the text to help promote the young reader's understanding of the text.
Unit Learning Targets/Objectives: <i>Students will...</i> Readers choose books that fit just right for them. Readers use all their tools to read and have ideas about their reading Readers use strategies to figure out the tricky, new words Readers retell what they just read about and share their opinions with partners.		
Formative Assessments: Anecdotal notes (conferring notes), vignettes, Concepts of print checklist		
Summative/Benchmark Assessment(s): Fountas and Pinnell Reading Assessment		
Resources/Materials (copy hyperlinks for digital resources): Suggested Mentor Texts: Joy Cowley Books Elephant and Piggie Books Teacher/student selected leveled A-F Texts Sight word books Decodable texts		
Modifications: Special Education Students/504 <ul style="list-style-type: none">Allow errorsRephrase questions, directions, and explanationsAllow extended time to answer questions, and permit drawing, as an explanationAccept participation at any level, even one wordConsult with Case Managers and follow IEP accommodations/modifications English Language Learners <ul style="list-style-type: none">Assign a buddy, same language or English speakingAllow errors in speakingRephrase questions, directions, and explanationsAllow extended time to answer questionsAccept participation at any level, even one word		
At-Risk Students <ul style="list-style-type: none">Provide extended time to complete tasksConsult with Guidance Counselor and follow I&RS procedures and plansConsult with classroom teacher for specific behavior interventionsProvide rewards as needed Gifted and Talented Students <ul style="list-style-type: none">Provide extension activitiesBuild on students' interestsConsult with parents to provide accommodations to complete tasks at their own pace		
Lesson Name/Topic	Lesson Objective(s)	Time frame
Readers choose books that fit just right for them.	<ul style="list-style-type: none">Readers know that there are all types of books they can read.<ul style="list-style-type: none">Some books they can read all of the words on the page and some they look mostly at the pictures.Some books they can read from memoryReaders will take a look at a book, the cover, and the pages and think, "Is this a book for me?" they then think about all the ways they could make sense of a book to decide.Readers think about what interests them. They choose books they find interesting.Readers look for books that they can read the words on the page even if it gets a little tricky.Readers talk to friends to see what they are reading and consider whether they would like that book or not. They may even swap a book from their bags.Readers think about other books they have liked when choosing a book thinking, "Is this like the other books?"	<ul style="list-style-type: none">5-12 minute mini lessons and conferring5 days-6 days
Readers use all of their tools to read and have ideas about their reading.	<ul style="list-style-type: none">Readers think about all they know and use that whenever they are reading.Readers solve tricky words by checking the picture to see if that can help.Readers use the pattern of the book to help them read.Readers stop often and say to themselves..	<ul style="list-style-type: none">5-12 minute mini lessons and conferring5 days-10 days

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	<ul style="list-style-type: none"> ○ What do I think about this part? ○ What do I think about this book? ○ What do I feel <ul style="list-style-type: none"> ● Readers use their pointer finger as needed to be sure to read each word on the page. ● Readers notice the punctuation and read to match that. ● Readers notice when something stops making sense and they do something about it. ● Readers use the resources around the room for help at hard parts. ● Readers stop, take a deep breath, and read on if they get distracted. ● REaders often will notice the letters in a word and the sounds those letters make. (This can be helpful, especially the beginning sound, when working to solve a tricky word.) 	
Readers use strategies to figure out the tricky new words.	<ul style="list-style-type: none"> ● Readers look at the word and realize that there may be more than one strategy they need to figure out the tricky word. ● Readers check the picture to help them solve the tricky new word. ● REaders look at the first letter and make the sound while also checking the picture to figure out a tricky new word. ● Readers use their resources when figuring out the tricky word <ul style="list-style-type: none"> ○ Word Wall ○ Labels ○ Read the Room ● Readers notice when it is a rhyming pattern in a book. They sometimes see if the tricky word rhymes with another word. ● Readers say the sounds that match each letter and then blend the sounds together. 	<ul style="list-style-type: none"> ● 5-10 minute mini lessons conferring ● 5 days-7 days
Readers retell what they just about about and share opinions with partners.	<ul style="list-style-type: none"> ● Partners often get together to share their books. Before they get started they introduce the book by telling a little bit about it. ● Partners may compare one book to another, noticing what they like about one or the other. ● Partners share their opinions about the books they are reading. ● Partners share their opinions about a few of their books by sharing which one is the best, silliest, most interesting etc. ● Partners help each other retell by asking questions like... <ul style="list-style-type: none"> ○ What happened after that? ○ I'm confused. ○ Would you explain that again? ● Partners often share the author and illustrator of the book when beginning to talk about it. 	<ul style="list-style-type: none"> ● 5-10 minute mini lessons conferring ● 5 days- 7 days
Teacher Notes: <ul style="list-style-type: none"> ● Leave time for reteaching <ul style="list-style-type: none"> ○ This unit is packed with strategies. Revisiting a mini lesson is recommended to refresh students mind on how to transfer and apply reading strategies ● Minilessons can overlap or complement each other. Assess the needs of the readers and combine minilessons as needed or introduce in small strategies ● Support and model strategies in conferences with readers ● You can call a fish bowl or attention to partners who are sharing and talking about books. This is an organic way to highlight and model student learning ● Highlight other strategies you might see readers using ● Have readers celebrate books at the end of the unit. They can share what they learned through a variety of modalities. <ul style="list-style-type: none"> ○ We can book ○ Post its in hallways ○ Anchor chart, most used strategy. ○ Create a video Additional Resources Raz Kids		

Content Area: Literacy
Unit Title: “Teaching Books”
Grade Level: Kindergarten
Unit Summary: This unit is designed to teach readers how to discover more about the world through informational books. Nonfiction books take readers learn and explore and grow as readers. Readers will learn about topics of interest and take on the role as the “teacher” as they teach peers about new Texts.
Standards

CPI#:	Statement:
NJSLS Standards	
RF.K.1 RF.K.a RF.K.1b RF.K.1c RF.K.1d	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 sequence of letters c. Understand that words are separated by spaces in print d. Recognize and name all upper-and lower case letters of the alphabet.
RF.K.2 RF.K.2.a RF.K.2.b RF.K.2.c RF.K.2.d RF.K.2.e	Demonstrate understanding of spoken words, syllables and sounds (phonemes) a. Recognize and produce rhyming words b. Count, pronounce, blend, and segment syllables in spoken words c. Blend and segment onsets and rimes of single-syllable spoken words d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant) words. (This does not include CVC's ending with /l/, /r/, or /x/) e. Add or substitute individual sounds (phonemes) in simple, one- syllable words to make new words.
RF.K.3 RF.K.3.a RF.K.3.b RF.K.3.c RF.K.3.d	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 frequent one-syllable words. C. Blend and Segment onsets and rimes of sign;e-syllable spoken words.
RF.K.4	Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text
RI.K.5	Identify the front cover, back cover, and title page of a book
RI.K.6	Name the author and illustrator of a text and define the role of each presenting the ideas of information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear)e.g., what people, places, or objects are in a picture and what they are doing, or what a text 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 similarities in and differences between two texts on the same topic (e.g., in illustration, in descriptions of people, or in procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
SL.K.1 SL.K.1 a SL.K.1b	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small 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 through other media by asking and answering questions about key details and requesting clarification if something is not understood
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
SL.K.4	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
L.K.4 L.K.4.a L.K.4.b	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on Kindergarten materials. a.Identify new meanings for familiar words and apply them accurately (e.g, knowing duck is a bird and learning about a rubber 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.6	Use words and phrases acquired through conversations, reading and being read to and responding to texts.
	Career Readiness, Life Literacies and Key Skills
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.
9.4.2.C.I.1	Demonstrate openness to new ideas and perspectives

	Computer Science and Design Thinking
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through
8.1.2.AP.4	Break down a task into a sequence of steps.
	Intercultural Statements (Amistad, Holocaust, LGBT, SEL)
SEL: Self Awareness	<ul style="list-style-type: none">Recognize one's personal traits, strengths, and limitationsRecognize one's personal traits, strengths and limitationsRecognize the importance of self-confidence in handling daily tasks and challenges
SEL: Self Management	<ul style="list-style-type: none">Recognize the skills needed to establish and achieve personal and educational goals
SEL: Social Awareness	<ul style="list-style-type: none">Recognize and identify the thoughts, feelings, and perspectives of othersDemonstrate an awareness of the expectations for social interactions in a variety of settings
SEL: Responsible Decision- Making	<ul style="list-style-type: none">Develop, implement and model effective problem solving and critical thinking skillsIdentify the consequences associated with one's actions in order to make constructive choices
SEL: Relationship Skills	<ul style="list-style-type: none">Utilize positive communication and social skills to interact effectively with othersIdentify ways to resist inappropriate social pressureDemonstrate the ability to prevent and resolve interpersonal conflicts in constructive waysIdentify who, when, where, or how to seek help for oneself or others when needed
Interdisciplinary Connections	
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help reso and promote the common good.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none">Readers learn information from their teaching books through pictures and wordsReaders teach their partners what they learned from their booksReaders compare books with a partner	
Formative Assessments: Anecdotal notes (conferring notes), vignettes, Concepts of print checklist	
Summative/Benchmark Assessment(s): Fountas and Pinnell Reading Assessment	
Resources/Materials (copy hyperlinks for digital resources): Mixture of leveled nonfiction texts (Levels C,D, and E) National Geographic Kids	

Modifications:

Special Education Students

- o Allow errors
- o Rephrase questions, directions, and explanations
- o Allow extended time to answer questions, and permit drawing, as an explanation
- o Accept participation at any level, even one word
- o Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- o Assign a buddy, same language or English speaking
- o Allow errors in speaking
- o Rephrase questions, directions, and explanations
- o Allow extended time to answer questions
- o Accept participation at any level, even one word

At-Risk Students

- o Provide extended time to complete tasks
- o Consult with Guidance Counselors and follow I&RS procedures/action plans
- o Consult with classroom teacher(s) for specific behavior interventions
- o Provide rewards as necessary

Gifted and Talented Students

- o Provide extension activities
- o Build on students' intrinsic motivations
- o Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame
Readers learn information from their teaching books through pictures and words.	<ul style="list-style-type: none">• Readers study their book before diving in and think “The topic of this book is...”<ul style="list-style-type: none">◦ They check out the cover◦ Pages◦ Back• Readers of nonfiction know that that pictures hold tons of information!<ul style="list-style-type: none">◦ They study a photo/illustration carefully pointing to different parts and say, “This shows...”• Readers often predict what they are going to learn about.• When readers read, they expect the books to teach them about they topic.<ul style="list-style-type: none">◦ Readers say..”this book is teaching me...”• Readers think about what they already know about the topic to help them solve tricky words.• Readers of nonfiction bring all they know about a topic to a book and say to themselves...”I knew..but I’m learning..”• Readers of nonfiction expect to find new tricky words. They solve these words by<ul style="list-style-type: none">◦ Looking at the picture and the first letter to help with the word◦ Taking their best guess at the word◦ Figuring out the meaning even if they cannot figure out how the word is said◦ Using all they know about solving tricky words<ul style="list-style-type: none">■ Teachers note *use previous units and mini lessons◦ Considering what they know about the topic and what words would make sense.	<ul style="list-style-type: none">• 5-12 minute mini lessons or conferring• 5 days-10 days
Readers teach their partners what they learned from their books.	<ul style="list-style-type: none">• Readers think of themselves as teachers.<ul style="list-style-type: none">◦ They meet with a partner and share what they have learned from their book• Readers refer back to their book pointing at different pictures and words that help them explain the topic.• Readers often start by saying, “This book is about...” and then share details about the topic• Readers ask each other questions about the topic. They might say, “I’m curious...” or “I’d like to know more about..” “Would you explain..”• Readers share their book by sharing what they learned from the book• Readers are sure to name the author and illustrator or photographer of the book when sharing.<ul style="list-style-type: none">◦ They can say...” I learned from the author _____ that _____.”• Readers focus on the pictures when sharing a partner.	<ul style="list-style-type: none">• 5-12 minute mini lessons or conferring• 5 days-7 days

Readers compare books with a partner.	<ul style="list-style-type: none">• Readers often lay two books next to each other and explain how they are different and the same.<ul style="list-style-type: none">◦ They compare photos, words and topics.• Readers compare two books on the same topic and share what is the same and or different.• Partners add on to other comparisons by saying “ I also learned..’ or “ what is the same or different about...”• Readers sometimes look across three texts to see what is the same and different. They turn the pages together, study together and name out what they are noticing.• Partners play teacher and student. One partner may take on the role of the teacher and say, “ I want to show you what is the same about these animals that you might not expect.” The student asks questions and then they switch.	<ul style="list-style-type: none">• 5-10 minute mini lessons on conferring• 5 days- 6 days
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Teacher Notes:

- Leave time for reteaching
 - Minilessons can overlap or complement each other. Assess the needs of the readers and combine minilessons as needed or introduce in small groups.
- Support and model strategies in conferences with readers
- You can call a fish bowl or attention to partners who are sharing and talking about books. This is an organic way to highlight and model student learning
- Highlight other strategies you might see readers using
- Read nonfiction in interactive read aloud, writers workshop and science to create an interdisciplinary study.
- Have readers pause and reflect on what they learned and celebrate.

Additional Resources
Raz Kids