

# Kindergarten ELA Reading

## Link Community Charter School

UNITS (7/7 SELECTED)	SUGGESTED DURATION
<input type="checkbox"/> Unit 1: We Are Readers: Building Good Habits and Routines	40 lessons
<input type="checkbox"/> Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)	30 lessons
<input type="checkbox"/> Unit 3: Super Powers: Reading with Print Strategies (Book II)	30 lessons
<input type="checkbox"/> Unit 4: Bigger Books, Bigger Reading Muscles (Book III)	30 lessons
<input type="checkbox"/> Unit 5: Becoming Avid Readers (Book IV)	30 lessons
<input type="checkbox"/> Unit 6: Growing Expertise in Little Books (If Then...)	30 lessons
<input type="checkbox"/> Unit 7: Readers Get to Know Characters by Pretending and by Performaing Their Books	1 lessons

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

Kindergarten ELA Reading - Last Updated on August 9, 2021

## STANDARDS ADDRESSED

### New Jersey (NJSL) - Kindergarten - English Language Arts ELA (2020)

RL.K.1

RL.K.2

RL.K.3

RL.K.4

RL.K.5

RL.K.10

RI.K.3

RI.K.4

RI.K.5

RI.K.7

RI.K.9

RI.K.10

RF.K.2.b

RF.K.3

RF.K.4

SL.K.2

SL.K.1

SL.K.6

NJSLSA.L6

L.K.6

### New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

### New Jersey Core Curriculum - Kindergarten - Technology

8.1.2.C.1

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

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## DESIRED RESULTS

### Established Goals

In this unit, readers will learn the structures and procedures of reader's workshop. Students will begin reading from book tubs and learn how to share, retell, and talk about books that they have read independently and with a partner.

### Transfer

Students will be able to independently use their learning to...  
Build strong reading habits, learn about the world around them, and grow as readers.

### Meaning

#### Big Ideas & Understandings

Students will understand that...

- Reading Workshop is a safe and fun place to explore books and read.
- Books are filled with information and stories that we can read in different ways.
- Books are meant to be shared in various ways to help us enjoy and understand our books better.

#### Essential Questions

Students will keep considering...

- What does reading workshop look and feel like?
- How do we begin to read and enjoy books?
- How do readers share what they have read?

### Acquisition

#### Knowledge

Students will know that....

- environmental print is a form of reading
- taking a picture walk will lead to information about the book

#### Skills

Students will be skilled at...

- recognizing environmental print as a form of reading.
- Describign what they like like to read about and selecting books based on those interests.

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Acquisition	
<ul style="list-style-type: none"><li>• illustrations help the reader figure out the important events on a page.</li><li>• that concept books are all about a specific topic.</li><li>• strategies that they use to read familiar books will help them read unfamiliar books.</li></ul>	<ul style="list-style-type: none"><li>• identifying the beginning letter sounds on a page.</li><li>• rereading to check for meaning and understanding</li></ul>

## ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists: Formative Assessment:</p> <ul style="list-style-type: none"><li>• Accountable talk with partners</li><li>• Teacher observations</li><li>• Conferences and small groups</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>• TC Running Record Assessments</li></ul>	<ul style="list-style-type: none"><li>• Student work</li><li>• anecdotal notes</li><li>• teacher observations</li></ul> <p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• Students will partner read familiar texts</li><li>• Students will read familiar texts independently</li></ul>
	Other Evidence:

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

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## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

#### Bend I: Launching With Learn-About-the World-Books

#### Session I: Readers Read the World

Demonstration Text Sessions 1-9 **Beetle Alphabet Book**

(Unit 1, pg. 3) Today I want to teach you that readers walk through the world in a special way. They don't just see things. They read things. They read names and signs, directions, and songs, too. They do this by looking at the words and thinking. 'What might this say?'

How to Read the World...

1. Look at the word.
2. Think, "What might this say?"
3. Read the word

Anchor Chart: We Are Readers (pg. 3)

1. We can look
2. We can think
3. We can read

#### Session 2: Readers Read Books to Learn About the World

DemonstrationText: Beetle Alphabet Book

(Unit 1, pg. 8) Today I want to teach you that you don't have to walk up and down the halls to read and learn about the world. You can sit anywhere, open up a book and presto! You start to learn cool things about the world.

How to Read Books to Learn About the World

1. Study the cover.
2. Look at the pictures.
3. Think, 'What will I learn about?'
4. Read

Anchor Chart: We are Readers (pg. 9)

Add: we can learn

#### Session 3: Readers Read by Themselves and With Others

(Unit 1, pg. 13) Today I want to teach you something that every reader in the whole wide world knows.

Every reader, from here to China, knows that it is fun to read all by yourself, privately and quietly. And it is also fun to read with a friend.

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## How to Read With a Partner

1. Sit elbow-to-elbow, knee-to-knee.
2. Put the book between you and your partner.
3. Take turns see-saw reading.

## Anchor Chart: Readers Read With a Partner (pg. 14)

1. Sit side-by-side.
2. Put one book in the middle
3. See-saw read

## Session 4: Readers Read a Book from Cover to Cover

(Unit 1, pg. 18) Today I want to teach you that when readers read books, they read the cover first, then they read the first page, the next, and the next-all the way to the end.

## How to Read From Cover to Cover

1. Look at the cover.
2. Think about what the title might be.
3. Look at each page.
4. Think about what is happening from the beginning to the end.

## Session 5: Readers Reread Demonstration Text:

(Unit 1, pg. 24) Today I want to teach you that readers don't just whip through a book, then toss it to the side and say, 'I'm done!' No way! Readers (like writers) have a saying: 'When you are done, you've just begun!' When readers finish a book, they think, 'Let me try that again,' and then they reread the book.

Reread means to read again.

## How Readers Reread

1. Read the book 1x.
2. Read the book again from the beginning.
3. Study each page as you reread.
4. Think about what you have read.

## Anchor Chart: Readers Read With a Partner (pg. 26)

Add: reread to learn more

## Session 6: Readers Reread a Book by Putting All the Pages Together

(Unit 1, pg. 31) Today I want to teach you that when you read a book again and again it's just like seeing something new on the playground that you have already been to many times. When you reread a book, you begin to understand some new things about it. One thing you begin to see is that all the pages of the

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book go together. As you read the pages, it's important to put them together with your own words to learn as much as you can.

How to Put All the Pages of a Book Together

1. Read the first page of the book.
2. Use a connect-the-page word (and then, first, next, after that, and last).
3. Read the next page.
4. Repeat

Review Anchor Chart: Readers Read with a Partner

## Session 7: Readers Reread to Rethink

(Unit 1, pg. 37) Today I want to teach you that when you read a book again and again, you also have a chance to think more and talk more and learn more. Readers who reread know that rereading means rethinking. And rethinking can take you beyond the book.

How to Rethink About Your Reading

1. Read a book from cover to cover.
2. Think about what is happening
3. Reread the book using connect-the-page words.
4. Add a pinch of you! (I think...)

Anchor Chart: Readers Read With a Partner (pg. 39)

Add: add a pinch of you

## Session 8: Rereading Helps Readers Learn from Words in Books Too.

(Unit 1, pg. 42) Today I want to teach you that as you read books again and again, you really do see new things each time you reread. You also start to notice the words more and more. You can read the words in a book like the words in a classroom, and in school. You see the words, and you think, think, think, to figure out what they probably say.

Helping Kids With Beginning Word Reading

1. Study the picture and say what it teaches. Be sure to add a pinch of you.
2. Listen for repeating words as you read a page.
3. Say one of those words again and again.
4. Listen for the first sound and try to remember the letter that makes the sound. (an alphabet chart can help)

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5. Search the words for a word that starts with the letter.

6. Try to find that word many times on the page.

Anchor Chart: Readers Learn from Books, Too (pg. 43)

- We learn from pictures.
- We learn from words

## Session 9: Readers Sound Like Teachers When They Read

Learn-about-the-World Books

(Unit 1, pg. 49) Today I want to teach you that when you read a learn-about-the-world book again and again, you can begin to make the book sound right. Learn-about-the-world books teach, and so they sound like a teacher. When you read these books again and again, you sound like a teacher too.

How to Read Sounding Like a Teacher

1. Read the pictures, Ask, "What am I learning?"
2. Read the words and Ask, "What am I learning?"
3. Reread and make your voice sound like a teacher!

Anchor Chart: Readers LEARN from Books, Too! (pg. 49)

Add: we sound like a teacher

## Bend II: Reading Old Favorite Storybooks

**The following books should be used throughout this bend during read alouds and lessons. Stories should be heard by students many times: Caps for Sale, Three Billy Goats Gruff, and The Carrot Seed**

### Session 10: Readers Can Read Stories They Have Heard a Zillion Times

(Unit 1, pg. 53) Today I want to teach you that when you have heard a story a zillion times, you can practically read it all by yourself. You look at the picture, remember how the story goes, and then read it to yourself, page by page.

How to Read Our Favorite Storybooks:

1. Look at the picture
2. Remember
3. Read

Anchor Chart: We Are Storybook Readers (pg. 53)

Add: we look at the pictures, remember, read!



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## **Session 11:** Readers Work Hard to Make the Words They Read Match the Page They Are Reading

(Unit 1, pg. 61) Today I want to teach you that when you read an old favorite storybook-really, when you read anything-you need to pay attention to what's on the page. You've gotta make your words match the book's picture and words. So you need to study the page carefully.

How to Make the Words You Read Match the Page

1. Read each word on the page.
2. Ask yourself, 'Does it match?'
3. If it is not a match, go back to where it made sense and reread to make it match.
4. Continue reading your book.

Anchor Chart: We Are Storybook Readers (pg. 61)

Add: we make the words and pictures match

## **Session 12:** Readers Know How to Get Their Own Old Fashioned Storybooks

(Unit 1, pg. 67) Today I want to teach you how to make new old favorite storybooks. First, you find a storybook and person you love. Then, you get that person ready to read the book again and again, while you listen closely. Then, you're ready to read it! This helps you have more books to fall in love with.

How to Make an Old Favorite

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

## **Session 13:** Readers Use Exact Character Words

(Unit 1, pg. 70) Today I want to teach you that when you are reading your old favorite storybooks aloud (or even if it is just to yourself) you can make the story sound really great by putting in the exact words the characters say. The exact words make the characters come to life. Those characters come right into our reading workshop.

How to Make the Characters Come to Life

1. Read
2. Reread to see if the words I'm saying match the words on the page

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3. Change the words to match the print
4. Give the character different voices to practice reading the words!

Anchor Chart: We are Storybook Readers! (pg. 72)

Add: we talk like the characters

## **Session 14:** Readers Reread Old Favorites, Remembering to Say More and More of the Story

(Unit 1, pg. 77) Today I want to teach you that sometimes when you go back to reread a storybook, you remember more of the story, and that means you can say more on each page. And if there are a lot of words on the page, then there's a lot of story to tell.

How to Say More and More of the Story

1. Study the pictures and characters.
2. Remember the story to help when reading.
3. Look at the words on the page.
4. Think about how many words are on the page.
5. Make your reading match, if there are a lot of words say more.

Review Anchor Chart: We Are Storybook Readers!

## **Session 15:** Readers Use Special Connecting Words to Put Storybook Pages Together

(Unit 1, pg. 83) Today I want to teach you that one way to make your reading of old favorite storybooks sound more grown-up is to read the words that make the pages go together. You read one page and then put in connecting words like and then...and after that...and then you read the next page.

How to Make the Pages Go Together

1. Read one page.
2. Use connecting words (and, like, then, after that..)
3. Read the next page.

Anchor Chart: We Are Storybook Readers! (pg. 85)

Add: we use words to join the pages together

## **Session 16:** Readers Use More and More Words that Are Exactly the Same in Their Old Favorites

(Unit 1, pg. 90) Today I want to teach you that when you read a book over and over again you try to use some of the exact words from the book. Some of the words, especially words that repeat, become words that you know by heart. They become words that you can say exactly like the book says them.

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Readers Use More and More Words That are Exactly the Same in Their Old Favorites

1. Read
2. Think about the parts of the book that repeat.
3. Try to read those parts using the exact words from the book.

Anchor Chart: We Are Storybook Readers! (pg. 92)

Add: we read more and more exact words

## **Session 17:** Readers Can Point to and Read Some Words in Their Old Favorites

(Unit 1, pg. 97) Today I want to teach you that when you read a book really well, you remember some of the exact words. Then, you can find those words and point and read some of them-just like you do in writing workshop.

How to Read Really Well

1. Remember some of the exact words.
2. Find those words.
3. Point to those words.
4. Read some of those words.

Anchor Chart: We Are Storybook Readers! (pg. 99)

Add: we find, point to, and read some of the words

## **Session 18:** Readers Work with Their Partners, Using All They Know, to Read Old Favorites

(Unit 1, pg. 104) Today I want to teach you that powerful partners work as a team to try to wow their listeners. You can use the anchor charts from the unit as you work to make your old favorite storybook reading the best it can be.

Powerful Partners Work as a Team!

1. Reread the chart. We are Storybook Readers!
2. Decide how to read (see-saw).
3. Stop and check your reading.

Anchor Chart: Readers Read With a Partner (pg. 105)

Add: Read the pictures and the words

## **Session 19:** A Celebration of Old Favorite Storybook Reading (and Learn-about-the-World Reading, Too)

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(Unit 1, pg. 110) Today I want to teach you that when people work hard at something and they succeed, they celebrate. And sometimes they celebrate by throwing a parade.

How to Celebrate

1. Practice the book you chose multiple times.
2. Think about the chart that matches your book.
3. Point to the chart you'll use.
4. Use our charts to do your very best reading.

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## SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Special Needs :

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for student to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

Teacher resources:

- We are Readers Unit of Study Text by Lucy Calkins

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- 2018-19 Teachers College Calendar, Kindergarten We Are Readers Unit
- 2019-20 Teachers College Calendar
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum

- The Three Billy Goats Gruff
- The Carrot Seed
- The Beetle Alphabet Book
- Trucks
- Mrs. Wishy Washy

Student resources:

- Leveled books
- Copies of popular storybooks

Digital Resources:

- Units of Study Online Resources

# Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

Kindergarten ELA Reading - Last Updated on July 29, 2021

## STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

RF.K.1 RF.K.2 RF.K.3 RF.K.4 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.7

RI.K.10 RL.K.1 RL.K.2 RL.K.4 RL.K.5 RL.K.7 RL.K.9 RL.K.10 W.K.8

SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.6 L.K.1 L.K.2 L.K.4 L.K.5

W.K.3

## Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

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### DESIRED RESULTS

#### Established Goals

In this unit, Readers will focus on retelling emergent story books that they are familiar with. They will work with a partner to share, retell, and discuss characters and main events in their stories.

#### Transfer

Students will be able to independently use their learning to...  
Read books in many different ways, use illustrations to derive more meaning in a text and articulate the very important parts of books.

#### Meaning

##### Big Ideas & Understandings

Students will understand that...

- books carry rich storybook language
- through experiences with storybooks, a deep appreciation of language and stories will grow.

##### Essential Questions

Students will keep considering...

- How can I notice more and more books I read, and sound more and more like a storyteller?
- How can i use print to read, notice details, and understand my books?
- How can I read and have conversations about familiar books that help me understand them even better?

#### Acquisition

##### Knowledge

Students will know that....

- Readers read books in many different ways.
- Labeling pictures are important for retelling a

##### Skills

Students will be skilled at...

- Reading books many different ways
- Labeing pictures that are important for retelling



## Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

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Acquisition	
story. <ul style="list-style-type: none"><li>• The most important parts of the text will help them grow as readers.</li></ul>	<ul style="list-style-type: none"><li>• Identifying the most important information in a text.</li></ul>

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Accountable talk with partners</p> <ul style="list-style-type: none"><li>• Teacher observations</li><li>• Conferences and small groups</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>• Fountas &amp; Pinnell Running Record Assessments</li><li>• Print Concept assessment</li><li>• Letter Name ID assessment</li><li>• Letter Sounds assessment</li><li>• CVC Word assessment</li><li>• Phonological Awareness assessment</li><li>• High frequency word assessment</li></ul>	<ul style="list-style-type: none"><li>• TC Running Record Assessments</li><li>• Conference Notes</li><li>• Teacher Observations</li></ul> <p>Performance Task(s):</p> <p>Read a familiar text to a partner</p>
	Other Evidence:

## Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

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### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

Bend I: Readers reread and look closely at books they know well to make their reading sound like a story

#### Session 1: How to be a storybook reader

Demonstration Text Sessions 1-2 : **Mrs. WishyWashy**

(Pg.8 If, Then curriculum) Today I want to teach you that the old favorite storybooks in this classroom are like the stars in the sky—Everybody in the world can see the stars in the sky. They are beautiful and interesting, and everybody in our class knows these books because we've been reading them over and over! You can use everything you already know how to do to read these books: look carefully at the cover, point under the words in the title and read them, look carefully at the whole picture, and then tell the story to match that picture

How to be a storybook reader

1. Look at the cover
2. Look at the whole picture
3. Point under the words in the title
4. Predict what the story will be about by matching the story and words

#### Session 2: Readers use the pictures to help them understand the characters

(Pg. 9-10) Today I want to teach you that readers don't just say what they see on the page; they look carefully at the pictures and use them to remember what the characters were doing and saying and thinking on that page.

How to Rethink About Your Reading

1. Read a page
2. Think about what the character is doing
3. Think about what the character is saying
4. Don't forget about the characters actions... what does that tell us about our character?

Session 3: Readers think about the characters feelings

Demonstration Text: No, David!

(Pg. 10) Today I want to teach you that readers consider the feelings of the characters. They stop often and think about how characters say and do things in their books. These give readers clues to figure out how the characters feel.

## Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

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How to Rethink about your characters

1. Think about the character
2. Ask, What is the character saying/doing?
3. Ask, How does this make the character feel?

**Session 4:** Readers work with their partner to match their voice to the characters feelings

Demonstration Text: No, David!

(Pg. 10)Today I want to teach you that readers can practice matching their voice to how the character feels by reading with a partner. They can take turns reading separate pages, or they can echo read to reread each page and make it better and better each time.

How to match your voice to the characters feelings

1. Decide how you are going to read (echo, see-saw,)
2. Read with your partner
3. Check the pictures and words and ask, Does how I'm reading match the feelings in the book?
4. Reread with feeling!

**Session 5:** Readers pay close attention to the characters

Demonstration Text: The Three Bears

(Pg.11 )Readers pay special attention to the parts of the book when a character has an especially strong feeling. They mark those places to share with a partner, and can act out the parts by thinking about how the character feels, and how they would look, sound, and act.

Pay attention to character feelings

1. When you come to a page with a strong character feeling..STOP
2. Mark the page with a post-it
3. Share with your partner
4. Pretend you are the character and act it out
5. Reread with a new feeling!

Session 6: Readers make the words you read match the page

Demonstration Text: The Three Bears

(Pg. 11)Today I want to remind you that star books aren't the only books that you can read! No matter the type of text, you can always use the pictures to remember how the words go, and to think about what

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would make sense.

How to Make the Words You Read Match the Page

1. Read each word on the page.
2. Ask yourself, 'Does it match?'
3. If it is not a match, go back to where it made sense and reread to make it match.

**Session 7:** Readers reread the picture to help make sense of the page

Demonstration Text: The Three Bears

(Pg. 11) Today I want to teach you that sometimes readers forget how parts of stories go. When they forget, they make sure to work hard to reread the picture to think carefully about what's happening in the part. This helps readers to remember the story and think about what would make sense to say on that page."

How Readers Reread

1. Read the book 1x.
2. Read the book again from the beginning.
3. Study each page as you reread.
4. Think about what you have read.

**Session 8:** When readers get confused they go back

Demonstration Text: Dan the Flying Man

(Pg. 12) Sometimes readers get confused about the parts in a story. Today I want to teach you that when readers get confused, they go back to the last place where everything was still making sense and they can reread and retell what's happened so far to get them going with their reading again.

How to read so you're not confused

1. Read the story
2. When you are confused STOP
3. Reread the part you don't understand
4. Retell yourself what happened so far in the story

**Session 9:** Readers match their storytelling to sound like grown-ups

Demonstration Text: Dan the Flying Man

(Pg. 12) Today I want to teach you that readers can match their storytelling to the print on the page to read just like grown-ups. You can point along under the words as you tell the story, and when you come to a

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part that you know word for word you can point to the words to match what you are saying. Then you're really reading!

Match your storytelling to words

1. Look at the picture
2. Point to each word
3. Tell the story pointing to every word on the page

**Session 10:** Readers use Post-Its to mark their words

Demonstration Text: Mrs. Wishy Washy

(Pg. 12) Readers are proud when they can point under the words to—so proud that they want to share what they know with other people! Today I want to teach you that readers can use Post-its to mark words, phrases, even whole pages or whole books that they know they can point under each word to read.

Match your storytelling to words

1. Look at the picture
2. Point to each word
3. Tell the story pointing to every word on the page
4. Mark it with a post-it

**Bend II: Readers reread and write words to look closely and notice more in the story**

**Session 11:** Readers make labels for pictures

Demonstration Text: The Beetle Alphabet Book

(Pg. 13) Today I want to teach you that readers can make labels for the pictures in the books they read. The labels help them know which words are important for telling the story

Make labels for pictures

1. Look at the picture
2. Label everything you see
3. Tell the story

**Session 12:** Readers use snap words to label pictures

Demonstration Text: The Beetle Alphabet Book

(Pg. 13-14) Today I want to teach you that readers can use 'snap words' (familiar high-frequency sight words) along with their labels to make phrases to match the pictures and what's happening in the story.

## Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

Kindergarten ELA Reading - Last Updated on July 29, 2021

Use 'snap words' to label pictures

1. Look at the picture
2. Label everything you see
3. Write snap words to match the pictures

**Session 13:** Readers make labels for feelings

Demonstration Text: Koala Lou

(Pg. 15)Today I want to teach you that readers can see more and look even more closely at their books.

They can label things such as feelings, what something looks like, and what things are happening

Make labels for feelings

1. Look at the picture
2. Label everything you see
3. Label what the character looks like
4. Label what the character is feeling
5. Label what is happening

**Session 14:** Readers set themselves up to read

Demonstration Text: Koala Lou

(Pg. 15-16)Today I want to teach you that a great way to set yourself up for reading is to first reread your Post-its and labels. This will remind you who is in your book and what is happening. Then after you read your Post-its, you can reread your book! If you find and see more, you can label and write more!

Set yourself up to read

1. Read the label you wrote
2. Remember the character in your book
3. Remember what is happening in your story
4. Reread

**Session 15:** Readers get together with their partners to read each other's labels

Demonstration Text: Koala Lou

(Pg. 16)Today I want to teach you that when readers get together with their partners, they can read the labels that they write! Partners in reading workshop, just like in writing workshop, can help each other get more sounds in their words.

## Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

Kindergarten ELA Reading - Last Updated on July 29, 2021

Reading with a partner

1. Read the labels you wrote
2. Remember what your book is about
3. Ask your partner what they think

**Session 16:** Readers are also writers

Demonstration Text: Koala Lou

(Pg. 16)Today I want to teach you that readers are also writers! Just like writers can use everything they know to write sentences, so can readers. You can write sentences that go with what you see in your books. Just like writers sometimes make patterns with their sentences, so can you.”

Be a writer

1. Look at your picture
2. Write a sentence that goes along with the page
3. Check to see if it makes sense/sound right

**Bend III: Readers invent fun things to do with books they know really well and have studied closely**

**Session 17:** Readers read with their partners and use everything they know

Demonstration Text: Corduroy

(Pg. 16-17)Readers can read with a partner using everything they know, in many different ways. They can also invent fun ways to share their books together! Readers make a plan for partner reading and can use the anchor charts in the room to help them make plans.

How to read with your partner

1. Decide how to read your book
2. Make a plan (use anchor charts)
3. Read the book together

**Session 18:** Readers read independently

Demonstration Text: Corduroy

(Pg. 17)Today I want to teach you that when readers are reading by themselves, they often have thoughts like, ‘Oh, this is so cool!’ or ‘Huh? I don’t get this!’ These are exactly the kinds of things readers share with a partner. So when you notice something that you want to share, put a sticky note on the page to save it for

## Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

Kindergarten ELA Reading - Last Updated on July 29, 2021

partner time.

How to read by yourself

1. Read your book
2. When you are confused, STOP and reread
3. When you find something 'cool' mark it with a post-it
4. Share what you learned or what you're wondering with a partner!

**Session 19:** Readers find their favorite part and share

(Pg. 18)When readers come across a part that makes them laugh out loud, or go Wow, they stop and think, 'What makes this part so funny or cool?' Then they can say more about those parts when they share them with a partner.

When you find a good part

Demonstration Text: Corduroy

1. Read
2. When you come across a page you like, STOP
3. Think why it make you laugh or it is a cool page
4. Remember to share with your partner

**Session 20:** Readers ask their partner questions

Demonstration Text: Corduroy

(Pg. 19)Today I want to teach you that reading partners can ask each other questions like, 'Why are they doing that?' or 'How do you think he's feeling?' or 'What do you think she will do next?' to make their talk stronger and to nudge each other toward higher-level thinking and questioning.

Reading with a partner

1. Read
2. Ask questions to partner
3. Ask, why are the characters doing that?
4. Ask, How is the character feeling?
5. Predict what will happen next..I predict... because..



## Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

Kindergarten ELA Reading - Last Updated on July 29, 2021

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Emergent Readers Unit of Study Text by Lucy Calkins (If..Then.. resource book)
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum
- Mrs. Wishy Washy
- Beetle Alphabet Book
- No, David!
- The Three Bears
- The Farm Concert
- Dan the Flying Man
- Hairy Bear
- Koala Lou
- Mike Mulligan and His Steam Shovel
- Caps for Sale
- Harry the Dirty Dog
- Bunny Cakes
- Corduroy
- Nursery rhymes
- Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)

Student resources:

- Leveled book
- Popular storybooks

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.

## Unit 2: Emergent Reading: Looking Closely at Familiar Texts (If..Then)

Kindergarten ELA Reading - Last Updated on July 29, 2021

- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for student to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

# Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

## STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

- RF.K.1RF.K.2RF.K.3RF.K.4W.K.2W.K.3RI.K.1RI.K.2RI.K.3RI.K.4
- RI.K.5RI.K.7RI.K.10RL.K.9RL.K.10SL.K.1SL.K.2SL.K.4SL.K.6
- L.K.6L.K.5SL.K.3

## Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### DESIRED RESULTS

#### Established Goals

. In this unit, readers will focus on becoming better at reading by using everything they know about looking at both the pictures and words.

#### Transfer

Students will be able to independently use their learning to...  
Engage in approximate reading, tracking under words, left to right and modeling reading emergent storybooks that have been read to them independently and collaboratively.

#### Meaning

##### Big Ideas & Understandings

Students will understand that...

- Readers have superpowers to look, point and then read everything
- Readers take on even the hardest words

##### Essential Questions

Students will keep considering...

- How can I use my superpowers to look, point and then read everything?
- How can I take on even the hardest words?
- How do I bring books to life?

#### Acquisition

##### Knowledge

Students will know that.....

- Approximate reading and tracking under words will help them to read conventionally.
- Talking and thinking about books with a partner will help them to better understand the text.
- When they retell a story, it will include the beginning, middle and end.

##### Skills

Students will be skilled at...

- Engaging in approximate reading, tracking,
- Recognizing and produce rhyming words.
- Identifying letters and words with relationship to pictures.
- Identifying initial, medial and final phonemes in spoken CVC words.

## Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### Acquisition

- Explaining talking about familiar texts independently and collaboratively.

### STANDARDS

#### New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p><b>Formative</b></p> <p>Accountable talk with partners</p> <ul style="list-style-type: none"><li>• Teacher observations</li><li>• Conferences and small groups</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>• TC Running Record Assessments</li><li>• Print Concept assessment</li><li>• Letter Name ID assessment</li><li>• Letter Sounds assessment</li><li>• CVC Word assessment</li><li>• Phonological Awareness assessment</li><li>• High frequency word assessment</li></ul>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• Oral Reading Fluency</li></ul>
	<p>Other Evidence:</p>

## Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

#### Bend I: Using Superpowers to Look and Point, and Then Read Everything

##### **Session 1:** Readers Have Super Powers to Look, Point, and Read Everything They Can

Demonstration Text: Brown Bear, Brown Bear, What Do You See?

(Unit 2, pg. 3) Today I want to teach you that you can use your super reading powers to actually read words. You can put your finger under one word, then the next, and the next, and you can actually read what the words say.

1. Point to each word, one at a time.

2. Read the word.

Anchor Chart: We are Super Readers (pg. 5)

\*Add: we have pointer power.

Anchor Chart: Readers Read With a Partner (pg. 7)

\*Add: give reminders to use POWERS!

##### **Session 2:** Super Readers Use Pointer Power To Check Their Reading, Making Sure What They Say Matches What They See

Demonstration Text: Brown Bear, Brown Bear, What Do You See?

(Unit 2, pg. 10) Today I want to teach you that when you read, every word you say has to match a word you point to on the page. When you stop reading, there can't be any words left over or any extra words coming out of your mouth! If there's a problem, go back and reread to make it match.

1. Point to each word as you read.

2. Reread, if you have any words left over or any extra words.

Anchor Chart: Readers Read With a Partner (pg. 14)

\*Add: ECHO, Echo, echo read, Pointer Power and Reread Power

##### **Session 3:** Readers Don't Let Longer Words Slow Them Down: Every Word Gets One Tap

Demonstration Text: Brown Bear, Brown Bear, What Do You See?

(Unit 2, pg. 17) Today I want to remind you that when you point to words as you read, each word gets just one tap-even long words.

Every Word Gets One Tap

## Unit 3: Super Powers: Reading with Print Strategies (Book II)

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1. Point to each word (short or long)
2. Tap only once.
3. If your words don't match, try again!

### **Session 4:** Readers Use Snap Words to Anchor Their Pointer Power

DemonstrationText: Brown Bear,Brown Bear,What Do You See?

(Unit 2, pg. 25) Today I want to teach you another trick to make your pointer power even stronger. When you see a word that you know in a snap, it helps you keep track of the right words as you read, and they help you fix your pointer power.

Using Snap Words to Anchor Your Pointer Power

1. Point to each word
2. Tap only once and read
3. Use snap words to help you keep track of your reading
4. If your words don't match, try again!

Anchor Chart: Readers Read With A Partner (pg. 27)

\*Add: hunt for snap words

### **Session 5:** Partner Power Gives Readers Even Stronger Pointer Power

(Unit 2, pg. 30) Today I want to teach you that partners can help make your reading grow even stronger. You can work with a partner to practice pointing to words as you read them. One partner reads, and the other partner points to each word. Both of you can check that one word makes one point. This way you double your own pointing power.

Demonstration Text: Brown Bear, Brown Bear, What Do You See?

Doubling Your Pointing Power!!

1. One partner reads.
2. The other partner points to each word.
3. Both partners check that one word gets one point.
4. If it doesn't match, reread!

Anchor Chart: We Are Super Readers! (pg. 33)

\*Add: we have partner power

### **Bend II: Taking on Even the Hardest Words**

## Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### Session 6: Super Readers Put Powers Together

Demonstration Text: In the Garden

(Unit 2, pg. 38) Today I want to teach you that when you are reading and you encounter trouble, that's the time when you especially need to activate your super powers. You can't let yourself get defeated! Instead, call on more powers. Keep using your pointing power, but also use picture power.

Super Readers Put Powers Together

1. Point to the word
2. Check the picture (picture power)!
3. Reread to see if it makes sense

Anchor Chart: We Are Super Readers! (pg. 39)

\*Add: we have picture power

### Session 7: Super Readers Learn Words and Practice Reading Them in a "Snap!" (Session 10: Celebration: Readers Show Off Their Powers)

Demonstration Text: In the Garden

(Unit 2, pg. 45) Today I want to teach you that Super Readers can make more snap words for themselves. If you want to turn a word into a snap word, you do this: look, read, spell, write, look, read.

Turn More Words into Snap Words

1. Look at the word.
2. Read the word.
3. Spell the word.
4. Write the word.
5. Look at the word.
6. Read the word.

Anchor Chart: We Are Super Readers! (pg. 46)

\*Add: we have snap word power

### Session 8: Super Readers Make the First Sound in the Word to Help Them Read the Word

Demonstration Text: In the Garden

(Unit 2, pg. 51) Today I want to teach you that sometimes picture power isn't powerful enough to tackle



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those really tough words. You can activate sound power, too.

How to Use Sound Power:

1. Point to the word.
2. Look at the picture.
3. Look at the beginning sound.
4. Use your sound power, to read the word.

Anchor Chart: We Are Super Readers! (pg. 51)

Add: we have sound power

### **Session 9:** Super Readers Don't Give Up!

Demonstration Text: In the Garden

(Unit 2, pg. 57) Today I want to teach you that when one power doesn't work, Super Readers use another one! Readers try one thing and then another to tackle the trouble!

Super Readers Don't Give Up!

1. Point to each word.
2. Reread to see if it makes sense.
3. Read with a partner.
4. Look at the pictures.
5. Read snap words.
6. Look at the beginning sound.

Review Anchor Chart: We Are Super Readers

### **Session 10:** Celebration: Readers Show Off Their Powers

Demonstration Text: In the Garden

(Unit 2, pg. 63) Celebration: Today I want to teach you that once readers are able to activate lots of powers, they make sure to check in on these, noticing which ones they use all the time and which ones they need to power up. Then they set goals.

Persistence Power

1. Use lots of powers when reading.
2. Check to make sure you are using your reading super powers.
3. Think about which powers you use all the time.
4. Think about which powers you need to power up.

## Unit 3: Super Powers: Reading with Print Strategies (Book II)

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5. Set reading goals.

Anchor chart: We Are Super Readers! (pg. 62)

\*Add: we have persistence power

### **Bend III: Bringing Books to Life**

#### **Session 11: Readers Use Their Voices to Bring Books to Life**

Demonstration Text: It's Super Mouse

(Unit 2, pg. 66) Today I want to teach you that when you use all your super powers, you can bring books to life. You can read them to others just as grown-ups read books to you, and you can read them to yourself that way as well.

Using Your Voice to Bring Books to Life

1. Point to each word.
2. Use your reading powers to tackle tricky words.
3. Go back and smooth out your reading.

Review Anchor Chart: We Are Super Readers!

#### **Session 12: Readers Use the Pattern to Sing Out Their Books**

Demonstration Text: It's Super Mouse

(Unit 2, pg. 71) Today I want to teach you that one way to read faster and smoother is to realize that knowing the pattern helps you sing the words that are the same on every page. Then you can really work at figuring out the words that change.

Using the Pattern to Sing Out Books

1. Look for the pattern.
2. Read the pattern with a beat.
3. Sing the words on the page.

#### **Session 13: Readers Use Punctuation to Figure Out How to Read**

Demonstration Text: It's Super Mouse

(Unit 2, pg. 77) Today I want to teach you that when you are trying to read so it comes to life for listeners, punctuation is like a secret code, whispering tips about how to read.

1. Read a period by taking a deep breath.
2. Read a question mark by raising our voice.
3. Read an exclamation point by getting excited!

## Unit 3: Super Powers: Reading with Print Strategies (Book II)

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### **Session 14:** Readers Change Their Voices to Show They Understand the Book

Demonstration Text: So Much!

(Unit 2, pg. 81) Today I want to teach you that when you are trying to read a book aloud so that people pull in to listen, it is really important to understand the book, and to be thinking about what it says as you read it. If you don't understand it, your listeners won't understand it either.

Readers Change Their Voices to Show They Understand the Book

1. Look at the picture.
2. Think about what is happening.
3. Read, be sure your voice matches the feelings of the characters.

### **Session 15:** Super Readers Talk about Books, Too

Demonstration Text: So Much!

(Unit 2, pg. 86) Today I want to teach you that Super Readers don't just read books, they talk about books, too. You can activate your book talk power. One way to get your book talk started is to introduce your book to your partner before you read it together.

Book Talk Power

1. Introduce the book to your partner. (This book is called.... It's about..)
2. Read the book together.

### **Session 16:** Readers Retell Books After They Read Them

Demonstration Text: So Much!

(Unit 2, pg. 92) Today I'm going to teach you that when you read a book well, you end up seeing things in the book that seem important. Maybe you see things that are surprising or funny. When you finish a book, sometimes you want to talk about it by retelling it to your partner.

Book Talk Power

1. Read a book.
2. Think about what was important, surprising, or funny.
3. Retell with a partner, using your fingers as a guide.

Anchor Chart: We Are Super Readers! (pg. 86)

\*Add: we have book talk power

## Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### **Session 17:** Celebration: The Gift of Reading

Demonstration Text: Mouse Has Fun

(Unit 2, pg. 95) Celebration: Today I want to teach you that you can give the gift of reading! You can think about the people you love and which stories they would love to hear. You can decide who you'll read to, what you'll read, and how you'll read it.

Review Anchor Chart: We Are Super Readers!

Review Anchor Chart: Readers Read With a Partner

The Gift of Reading

1. Think about the people you love.
2. Think about which stories they would love to hear.
3. Decide who you'll read to.
4. Decide what you'll read.
5. Decide how you'll read it.

### **Summary of Key Learning Events and Instruction:**

## Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Super Powers: Reading with Print Strategies and Sight Word Power Unit of Study Text by Lucy Calkins
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum
- Brown Bear, Brown Bear, What Do You See?
- In the Garden
- It's Super Mouse
- So Much!
- Mouse Has Fun
- Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)
- Variety of level C books to model teaching points

Student resources:

- Leveled books
- Reading mats
- Reading fingers/pointers

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction

## Unit 3: Super Powers: Reading with Print Strategies (Book II)

Kindergarten ELA Reading - Last Updated on August 9, 2021

- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for student to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

# Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

## STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

- W.K.3RF.K.1RF.K.2RF.K.3RF.K.4RI.K.1RI.K.2RI.K.3RI.K.4RI.K.5
- RI.K.7RI.K.10RL.K.1RL.K.2RL.K.3RL.K.4RL.K.5RL.K.6RL.K.7
- RL.K.9RL.K.10SL.K.1SL.K.2SL.K.3SL.K.4SL.K.6L.K.1L.K.2L.K.4
- L.K.5L.K.6

## Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### DESIRED RESULTS

#### Established Goals

In this unit, readers will continue to focus on becoming better at reading by using everything they know about looking at both the pictures and words.

#### Transfer

Students will be able to independently use their learning to...

Use all they know about the pictures and words to read more challenging books.

#### Meaning

##### Big Ideas & Understandings

Students will understand that...

- They can use all the strategies, or superpowers, they have learned so far all the time, even without you there to remind them.
  - They can help others use their superpowers to read successfully through reading together, acting parts out, and playing reading games.
  - Partners can read and retell their books, helping each other to read with expression and to retell in ways that show their understanding and attention to detail.

##### Essential Questions

Students will keep considering...

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

#### Acquisition

##### Knowledge

Students will know that....

##### Skills

Students will be skilled at...



## Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### Acquisition

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Readers select books of interest from their assigned Just Right book bin.<ul style="list-style-type: none"><li>• they can identify patterns in a book to help them read more fluently and aid in predicting what may happen next in a text.</li><li>• pointing under each word as they are reading, leads to more accurate reading.</li><li>• scanning the entire picture will help us tell what is happening in the story and help decode unfamiliar words.</li><li>• The Word Wall is a tool to help identify tricky words.</li><li>• Their knowledge of phonics will help to identify beginning, middle and ending sounds in words.</li><li>• They can dissect chunks of unknown words to solve and build meaning.</li><li>• Determine an unknown word by looking at the beginning sound and seeing if it makes sense in the context of the story.</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Identifying and selecting a book of interest from their assigned Just Right book bin.</li><li>• Identifying patterns in texts.</li><li>• Demonstrating one to one correspondence</li><li>• Recognizing and identifying patterns in books</li><li>• Utilizing the Word Wall to identify tricky words.</li><li>• Applying knowledge of phonics to identify beginning, middle and ending sounds in words.</li><li>• Discovering an unknown word by looking at the beginning sound and seeing if it makes sense in the context of the story.</li></ul> |
|---|--|

### STANDARDS

#### New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

## Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>• Accountable talk with partners</li><li>• Teacher observations</li><li>• Conferences and small groups</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>• Fountas &amp; Pinnell Running Record Assessments</li><li>• Print Concept assessment</li><li>• Letter Name ID assessment</li><li>• Letter Sounds assessment</li><li>• CVC Word assessment</li><li>• Phonological Awareness assessment</li><li>• High frequency word assessment</li></ul>	<p>Performance Task(s):</p> <p>Celebration: Read with all of your superpowers to a partner</p>
	<p>Other Evidence:</p>

## Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### Session 1: Tackling More Challenging Books

Demonstration Text: Picnic

(Unit 3, pg. 3) Today I want to teach you that as you grow bigger as readers, the books you read can get bigger and harder too. Here's the thing: when you know how the books will get harder, you can use your super powers to read even those hard books.

Tackling More Challenging Books

1. Stack your books to read on the side of the side of the mat with a green dot.
2. Sort your books from easiest to hardest.
3. Put the easiest on the top of the pile.
4. Read the first easy book.
5. When you're done, put it on the side of the mat with a red dot.
6. Read the next book.
7. Move it over to the side of the mat with the red dot.
8. When you have finished reading all of your books, you can read your way back!

Anchor Chart: Challenging Books Have.... (pg. 4)

- More words, more lines
- New words
- Longer words
- Surprise endings!!

##### Session 2: Readers Use Patterns to Help Them Read Almost Every Page

Demonstration Text: Picnic

(Unit 3, pg. 9) Today I want to teach you that even when there are more words on the page or the sentences are long, there is often a pattern in those sentences. And remember, if you can figure out the pattern, that pattern can help you read almost every page and help you know what your book is about.

Readers Use Patterns to Help Them Read Almost Every Page

1. Read and look for a pattern.
2. Guess what the next page will say.

Anchor Chart: We Are Super Readers! (pg. 12)

\*Add: we have pattern power.

Anchor Chart: Readers Read With a Partner (pg. 14)

## Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

\*Add: play “Guess What’s Next!”

### **Session 3:** Readers Figure Out the Changing Words in the Pattern

Demonstration Text: Picnic

(Unit 3, pg. 17) Today I want to teach you that when you get to tricky words in the pattern, think, ‘What is the same and what is changing on each page?’ Then you can look at the picture, think about what is happening, and get your mouth ready to say the first sound of the word.

How to Figure Out the Changing Words in the Pattern

1. Read the words on the page.
2. Look for a pattern.
3. Think about what is changing on each page.
4. Look at the picture.
5. Think about what is happening.
6. Get your mouth ready to say the first sound of the word.

### **Session 4:** Readers Use All of Their Super Powers to Read Pattern Breaks in Book

Demonstration Text: Picnic

(Unit 3, pg. 22) Today I want to teach you that sometimes books can feel harder because the author tricks you! Books have patterns, and then-whoops! The pattern breaks! And it usually happens on the last page. Readers need to bring every power they have to solve that page.

How to Tackle Pattern Breaks

1. Read to the end of the book until you notice a pattern break.
2. Use your reading powers to read the new pattern.
3. Keep reading and re-reading!

Review Anchor Chart: We Are Super Readers!

### **Session 5:** Readers Check Their Reading

Demonstration Text: Picnic

(Unit 3, pg. 30) Today I want to teach you that careful readers check that their reading makes sense and sounds like a book. They stop and ask, ‘Did that make sense? Did that sound right?’ If not, they don’t just keep going! Readers try to fix it!

Anchor Chart: Check Your Reading! (pg. 30)

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1. Pause after reading and ask:
  - a. Does it make sense?
  - b. Does it sound right?
  - c. If it does not, try to fix it up!

### Session 6: Readers Use the Pattern and the Ending to Understand Their Books

Demonstration Text: Picnic

(Unit 3, pg. 36) Today I want to teach you that pattern power doesn't only help you read the words in your books, but it can also help you think about the whole book. When you get to the last page of a book, you can think about how the ending goes with the pattern. Then ask, 'What is this whole book really saying?'

How to Use a Pattern and the Ending to Understand Books

1. Use the pattern to read the whole book.
2. Pause at the end, don't just put it away! Stop and retell across your fingers!
3. Ask: What is happening on each page? How do all the pages connect, what's this book really saying?

### Bend II: Zooming in on Letters and Sounds

**Session 7:** Readers Use Their Letter-Sound Knowledge to Help Them Read the Words on the Page

Demonstration Text: Cat and Mouse

(Unit 3, pg. 42) Today I want to teach you that one way to get stronger as a reader is to think and talk and play and sing with the alphabet, getting to know all the fun ways that letters and sounds go. Then, when you read, you can use all you know about letters and sounds to read the words the author wrote.

How to Use Letters and Sounds to Tackle Tricky Words

1. Read the letter.
2. Think about what you know about the letter's sound.
3. Think about why the author put those words on the page.

Anchor Chart: With ABC Books, Readers Can...(pg. 44-47)

- Ask, "Why this picture?"
- Play "Guess What's Next!"
- Add more words.
- Sign the Words!

Play "Same and Different" snap word power

**Session 8:** Readers Use Their Letter-Sound Knowledge to Help Them Read Unknown Words

Demonstration Text: Cat and Mouse

## Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

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(Unit 3, pg. 50) Today I want to teach you that when words don't come easily to you as you read, don't back away. Instead, you can get close and use the beginning of the word. Then think, 'What could this word be?'

Zooming in on Tricky Words

1. Get up close to the beginning of the word. (look at the 1st letter!)
2. Think, 'What word could this be?'
3. Read to see if it makes sense.

Review Anchor Chart: With ABC Books, Readers Can...

### **Session 9:** Readers Can Notice Consonant Clusters to Help Solve Unknown Words

Demonstration Text: My Bug Box

(Unit 3, pg. 57) Today I want to teach you that sometimes readers can blend beginning sounds together to help them solve words. Readers can get their mouths ready for the beginning part of a tricky word.

Anchor Chart: We Have Sound Power (pg. 59)

1. Look at the beginning of the word.
2. Look at the second letter & blend the sounds together to read the word

Anchor Chart: With ABC Books, Readers Can...(pg. 61)

\*Add: Play "Alphabet Pop It!"

### **Session 10:** Readers Look to the Ends of Words as they Read

Demonstration Text: My Bug Box

(Unit 3, pg. 64) Today I want to teach you that when readers try to read tricky words, they need super strong sound power. They look closely at the beginning and the ending to solve the word. ~Anchor Chart:

We Have Sound Power (pg. 67)

1. Look at the beginning of the word.
2. Blend.
3. Look at the end of the word.
4. Reread and put all of the sounds together!

### **Session 11:** Readers Preview a Page and Locate Known Words before Reading

Demonstration Text: My Bug Box

## Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

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(Unit 3, pg. 72) So today I want to remind you that when reading some words (words that aren't snap words), readers bring out their magnifying glasses and look closely at the letters. But when they come to a snap word, they put their magnifying glasses away! They don't need to slow down or read closely. They just look at the word and they know it in a snap.

Previewing a Page Before Reading

1. Search the picture.
2. Look for snap words.
3. Read the page, when you come across a snap word read it in a snap.

### Session 12: Readers Check Their Reading

Demonstration Text: My Bug Box

(Unit 3, pg. 80) Today I want to teach you that just like writers check over their writing, so, to, readers check over their reading. After readers work hard to read the words on a page they stop and ask, 'Does it make sense? Does it sound right? If things seem off, readers reread to fix it up.

Check Your Reading!

1. Ask, "Does it make sense?"
2. Ask, "Does it sound right?"
3. Ask, "Does it look right?"
4. Reread to fix it up!

Anchor Chart: Check Your Reading! (pg. 80)

Add: Does it look right?

### Bend III: Graduation: Becoming Stronger Readers

### Session 13: As Books Become Harder, Readers Need New Kinds of Picture Power

Demonstration Text: Can You See the Eggs?

(Unit 3, pg. 89) Today I want to teach you that now that you are reading more challenging books, you can't just quick-check the picture to figure out the word. You have to use the whole picture to think about what you see and what is happening.

How to Use New Kinds of Picture Power

1. Look at the whole picture. (Before reading the words!)
2. Think about what you see and what is happening.
3. Think, what word makes sense?
4. Check the picture again to make sure it makes sense!

## Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### **Session 14:** Readers Can Lean on Their Snap Word Power When Books Become Less Patterned

Demonstration Text: Can You See the Eggs?

(Unit 3, pg. 96) Today I want to teach you that sometimes you will be reading and bam, the pattern will be gone. Don't worry. You can use your extra-strength picture power and turn up your snap word power to help you.

How to Move from Pattern Books to Stories

1. Look at the whole picture.
2. Look for snap words.
3. Think about what you see and what is happening.
4. Think, what word makes sense?

### **Session 15:** Readers Can Read Snap Words with Inflected Endings

Demonstration Text: Wake up, Dad

(Unit 3, pg. 102) And this is what I want to teach you, readers. There are words that you know by heart-your snap words. But you don't always recognize them because authors sometimes change them around a bit. When a word looks like a stranger to you-look again. You can ask yourself, does this look like another word that I know? It might be a familiar snap word wearing not a new hat, but a new ending.

How to Read Snap Words with Different Endings

1. Look at the word carefully.
2. Ask yourself, 'Does this look like another word that I know?'
3. Try to read the new word sliding your finger under the parts.

### **Session 16:** Readers Use All They Know About Stories to Make Predictions

Demonstration Text: Wake up, Dad

(Unit 3, pg. 107) Today I want to teach you that when you read a book that is a story, it will tell about a person (or an animal), and that person will do one thing and then the next thing, "I said, listing across my fingers as I talked, "and finally, the story will end.

Readers Use All They Know About Stories to Make Predictions

1. Read a few pages.
2. Stop and think, 'What will happen next?'
3. Read the next page to check your guess.
4. Repeat.



## Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

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### **Session 17:** Readers Need Extra-Strength Reread Power to Bring Their Books to Life

Demonstration Text: Wake up, Dad

(Unit 3, pg. 113) Today I want to teach you that to really make your books come to life you can reread them, thinking about what's happening. On each page, you can think about what's going on and then read it in a voice that matches.

Extra-Strength Reread Power

1. Look at the picture.
2. Think about what is happening.
3. Read the words on the page.
4. Make your voice match the character's feelings.
5. Reread.

### **Session 18:** Readers Need Extra-Strength Book Talk Power

Demonstration Text: Wake up, Dad

(Unit 3, pg. 117) Today I want to teach you after you use all of your extra-strength powers to read your books, you can think and talk even more about them. When you finish a book, sometimes you and your partner can talk more about the book and the characters. You might even talk about what the characters are doing or how they feel and why they feel that way.

Extra Strength Book Talk Power

1. Read the story with your partner.
2. Go back to an important part in the book.
3. Retell the story across your fingers (think about the characters and story events).
4. Use the information in the pictures and words to support your ideas.

Anchor Chart: Super Readers Retell! (pg. 119)

- Tell who
- Tell where
- Tell what happened
- Tell it in order
- Tell feelings

### **Session 19:** Celebration: Readers Use All Their Powers to Read New Books

## Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

Kindergarten ELA Reading - *Last Updated on August 9, 2021*

(Unit 3, pg. 123) Celebration: Today I want to remind you that readers can't just use one or two powers when they read. They have to use all of their powers!

Review Anchor Chart: We Are Super Readers!

Choral read the poem

Dress kids up in capes and have them go off and read with their powers!

Assessments/Evidence

## Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

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### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Bigger Books, Bigger Reading Muscles Unit of Study Text by Lucy Calkins
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum
- Picnic
- Cat and Mouse
- My Bug Box
- Can You See the Eggs?
- Wake up, Dad
- Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)
- Variety of level D books to model teaching points

Student resources:

- Leveled books
- Reading mats
- Reading fingers/pointers

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction

## Unit 4: Bigger Books, Bigger Reading Muscles (Book III)

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- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for student to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

## Unit 5: Becoming Avid Readers (Book IV)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

W.K.2

W.K.3

W.K.7

W.K.8

RF.K.1

RF.K.1.a

RF.K.1.b

RF.K.1.c

RF.K.1.d

RF.K.2

RF.K.2.a

RF.K.2.b

RF.K.2.c

RF.K.2.d

RF.K.2.e

RF.K.3

RF.K.3.a

RF.K.3.b

RF.K.3.c

RF.K.3.d

RF.K.4

RF.K.4.a

RF.K.4.b

RI.K.1

RI.K.2

RI.K.3

RI.K.4

RI.K.10

RI.K.7

RI.K.5

L.K.1

L.K.1.a

L.K.1.b

L.K.1.c

L.K.1.d

L.K.1.e

L.K.1.f

L.K.2

L.K.4

L.K.4.a

L.K.4.b

L.K.5

L.K.5.a

L.K.6

## Unit 5: Becoming Avid Readers (Book IV)

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### DESIRED RESULTS

#### Established Goals

- Students will continue to develop their superpowers, and focus in on interests to become avid readers
- Students will differentiate between non fiction and fiction texts and the reasons we read both.

#### Transfer

Students will be able to independently use their learning to...  
Take more responsibility in making decisions about what and how to read and encouraging them to apply their strategies across multiple contexts.

#### Meaning

##### Big Ideas & Understandings

Students will understand that...

- An avid reader is someone who loves reading so much they can hardly bear to stop reading.
  - Nonfiction reading is both for information and enjoyment, while fiction reading is more for enjoyment.
  - Readers choose books based on interest and difficulty.

##### Essential Questions

Students will keep considering...

- What is an avid reader?
  - How do I choose books to read?
  - How is nonfiction reading different from fiction reading?

#### Acquisition

##### Knowledge

Students will know....

- The difference between facts versus story.
  - Text features of nonfiction: table of contents, glossary and index.

##### Skills

Students will be skilled at...

- Explaining the difference between non fiction and fiction texts
- Clarifying questions about details in a text.
- Retelling details and identifying the main ide of a

## Unit 5: Becoming Avid Readers (Book IV)

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Acquisition	
<ul style="list-style-type: none"><li>• Key details of a text and be able to identify the main topic of a text with prompting and support.</li><li>• Pictures and words will help them to gather facts.</li><li>• The illustrations, diagrams, and graphs in text help to interpret information.</li><li>• And discuss the reasons an author gives to support points in a text with prompting and support.</li><li>• And explain what they have learned to peers and teachers using “fancy words”.</li></ul>	<p>text.</p> <ul style="list-style-type: none"><li>• Classifying and Categorizing new information learned from a text.</li><li>• Explaining new information learned from a text with fancy words.</li></ul>

### STANDARDS

#### New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

## Unit 5: Becoming Avid Readers (Book IV)

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### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>• Accountable talk with partners</li><li>• Teacher observations</li><li>• Conferences and small groups</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>• Fountas &amp; Pinnell Running Record Assessments</li><li>• Print Concept assessment</li><li>• Letter Name ID assessment</li><li>• Letter Sounds assessment</li><li>• CVC Word assessment</li><li>• Phonological Awareness assessment</li><li>• High frequency word assessment</li><li>• Performance based poetry assessment</li></ul>	<p>Performance Task(s):</p> <p>Poetry Celebration:</p> <p>Students read a poem of their choice to perform for our Poetry Celebration.</p>
	<p>Other Evidence:</p>



## Unit 5: Becoming Avid Readers (Book IV)

Kindergarten ELA Reading - Last Updated on August 9, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### Bend I: Becoming an Avid Reader

##### Session 1: What is an Avid Reader?

(Unit 4, pg. 2) Today I want to teach you that you can become avid readers. Avid readers aren't bugs that you capture in a jar. Avid readers are people who love reading so much, they can hardly bear to stop reading.

DemonstrationText:

How to Become an Avid Reader

1. Read a lot!
2. Find places everywhere to read.
3. Keep a stack of books-in-waiting.
4. Don't stop reading!
5. Really pay attention to the book!

Create Anchor Chart: Avid Readers...(pg. 4)

##### Session 2: Reacting to Books

Demonstration Text:

(Unit 4, pg. 10) Readers, today I want to teach you that avid readers need...tissues. I mean it! They don't just read, they react. They cry at the sad parts, and they laugh at the funny parts. And when they get to those parts-the parts that make them laugh or cry or shiver in their boots-they often think, 'I gotta show this to my friend.

How to Feel What the Characters are Feeling

1. Read your story.
2. Stop and think what it would be like to be the character. - Feel what the characters are feeling!
3. Read more and do it again!

Anchor Chart: Avid Readers... (pg. 12)

\*Add: Feel what the characters are feeling

##### Session 3: Capturing Thinking About Books

Demonstration Text:

## Unit 5: Becoming Avid Readers (Book IV)

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(Unit 4, pg. 16) So today, I want to teach you that when readers have thoughts during reading, those thoughts are precious. They want to hold onto those thoughts so they don't just float away. So, it really helps if, rather than just putting a blank post-it on the page, you draw or write a little something on that post-it to help you remember what you were thinking.

How to Capture Your Thinking about Books

1. Read your story.
2. Stop and think about the story.
3. Use a post-it to a place you want to go back and talk about those pages!
4. Repeat

Anchor Chart: Readers Read With A Partner (pg. 20)

\*Add: Talk about important parts

### **Session 4:** Avid Readers Reach for Just-Right Words to Describe Feelings

Demonstration Text:

(Unit 4, pg. 24) Today I want to teach you that, when thinking about a character's feelings in a story, it helps to be as specific, as precise as you can be. Instead of just saying, 'He is happy, 'it's good to think, 'Is that the best word for it?' and to try to find a just-right word to describe what you mean.

How to Use Just-Right Words to Describe Feelings

1. Read your story.
2. Stop and think about how the character is feeling (use the pictures and reread the words).
3. Use a just-right word to describe their feelings (be specific). (Look at our chart!)

### **Session 5:** Avid Readers Reflect and Set Goals for Themselves

Demonstration Text:

(Unit 4, pg. 30) Today I want to teach you that, as an avid reader, it is important to know which superpowers you have mastered and which powers you may not use easily or often. It can help to sort your powers into groups-mastered, use sometimes, hardly ever use- and then to focus on turning the powers you use sometimes into ones you use often.

Setting Reading Goals

1. Think about the reading powers you have learned in this unit.
2. Sort your powers into groups (mastered/use sometimes/hardly ever use)
3. Pick 1 to build on! (See chart pg. 32)

## Unit 5: Becoming Avid Readers (Book IV)

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Review Anchor Chart: We Are Super Readers

### Session 6: Avid Readers Make Playdates

Demonstration Text:

(Unit 4, pg. 34) Today I want to teach you that avid readers don't only share books, they also are always inventing fun things to do with books and friends. After reading a book with friends, they ask, 'What are some fun things we can do with this book?'

How to Have Reading Playdates

1. Read a book with a friend.
2. Think of reading activities you can play with your friend.
3. Play!
4. Do it again.

Create Anchor Chart & File folders with directions for reading playdates. (pg. 34)

Reading Playdates

- Play school
- Read aloud
- Shared reading
- Play games
- Snap word hunt
- Guess what's next
- Alphabet pop-it!
- Guess the feeling!
- Play pretend

### Session 7: Playing Pretend

Demonstration Text:

(Unit 4, pg. 41) Today I want to teach you that really good readers act out the story in their minds every time they read. If the page says, 'The Biggest Billy Goat trip-trapped across the bridge,' then avid readers trip-trap themselves, in their minds. Reading is a lot like pretending. It's a lot like going to the movies.

Read and find a part to share!

Playing Pretend

1. Act it out!
2. Use gestures!

## Unit 5: Becoming Avid Readers (Book IV)

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Anchor Chart: Play Pretend (pg. 43)

\*Add: act it out & use gestures

### Session 8: Close Reading and Book-based Pretending

Demonstration Text:

(Unit 4, pg. 47) Today I want to teach you that, when readers read, they don't just do any old pretending. They do what is called close reading and book-based pretending. This means that avid readers try to act out the story better and better by paying close attention to what the story says, so they can act it out the way the author wants it to be acted.

Close Reading and Book-Based Pretending

1. Read the story.
2. Think about the story and pay close attention to the details.
3. Act it out!
4. Use gestures!

### Bend II: Learning From All-About Books

#### Session 9: Thinking about and Reacting to Nonfiction Texts

Demonstration Text:

(Unit 4, pg. 55) Guided Inquiry- What kinds of thinking and reacting do people do when watching a nonfiction movie? Could this be similar to what readers of nonfiction books think about and do?  
How to Be an Avid Nonfiction Reader (Co-create chart with student responses from the inquiry question).

1. Think: Wow!
2. Ask questions.

#### Session 10: Talking Like an Expert

Demonstration Text:

(Unit 4, pg. 61) Today I want to teach you that, when you talk about a nonfiction book, it's really important not to just say, 'Look!' 'Wow!' 'Huh!' 'Why?' Those are great thought starters. But above all, nonfiction readers need to explain what they have learned to others and share that learning. And to do that, it helps to use the fancy words that go with the topic.

How to Talk Like an Expert

1. Read the book.

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2. Reread the book and focus on the fancy words.
3. Retell the things you learned from the book.
4. Retell using the fancy words used in the book.

Anchor Chart: Avid Nonfiction Readers... (pg. 62)

\*Add: use fancy topic words

### Session 11: Nonfiction Reading Playdates

Demonstration Text:

(Unit 4, pg. 67) Guided Inquiry- What might kids who are avid readers do with books and each other on nonfiction reading playdates?

- Play school
- Play games
- Play pretend
- And more!

### Session 12: Falling in Love with Topics

Demonstration Text:

(Unit 4, pg. 71) Today I want to teach you that once an avid nonfiction reader finds a topic that he or she loves, the reader gathers books on that topic, and gathers people who love that topic, too. Then avid nonfiction readers are as happy as pigs in mud!

How to Fall in Love With Topics

1. Think about a topic that you love.
2. Find a book on that topic.
3. Gather more books on that topic.
4. Gather people who love that topic, too.

### Session 13: Avid Nonfiction Readers Notice Similarities and Differences in Books

Demonstration Text:

(Unit 4, pg. 76) Today I want to teach you that just as there are things that readers of stories pay attention to-like the characters-there are also things that readers of nonfiction pay attention to. For example, nonfiction readers pay attention to similarities and differences.

How to Compare & Contrast with Nonfiction

## Unit 5: Becoming Avid Readers (Book IV)

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1. Read a nonfiction book or books on the same topic.
2. Think about the information you read.
3. Ask, 'What is the same or different? Place a post in there to talk about it later!

Anchor Chart: Reading Playdates

\*Add: What's the Same? What's Different?

### Session 14: Avid Nonfiction Readers Play Pretend

Demonstration Text:

(Unit 4, pg. 83) Today I want to teach you that many of the things readers do with storybooks can also be done with nonfiction books. It's especially important, when reading either kind of book, that readers...pretend.

How to Pretend with Nonfiction

1. Read a nonfiction book.
2. Think about what they are teaching.
3. Act out what you are learning about the topic.
4. Talk with your club about what you know after pretending!

### Bend III: Falling in Love with Poetry

#### Session 15: Reading for Meaning and Rhythm and Fun

Demonstration Text:

(Unit 4, pg. 88) Today I want to teach you that reading poetry is a lot like reading songs. In fact, many poems are songs. Avid poetry readers read a poem over and over until the tune is right, the rhythm is right, the feeling is right.

How to Become an Avid Poetry Reader

1. Read the words.
2. Think about the poem.
3. Match the beat of the poem.

#### Session 16: Readers Bring Out a Poem's Meaning and Feeling

Demonstration Text:

(Unit 4, pg. 96) Today I want to teach you that it's really important when you read a poem to think about the feeling of the poem. Avid poetry readers think about how the poem makes them feel, and then they make their voices match the feeling.

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How to Bring out a Poem's Meaning and Feeling

1. Read the words.
2. Think about the feeling of the poem.
3. Reread the poem, showing the feeling with your voice and actions!

Anchor Chart: Reading Playdates

\*Add: Read with feeling

### Session 17: Becoming a Copycat Poet

Demonstration Text:

(Unit 4, pg. 102) Today I want to teach you that when you find a poem you really love-a favorite-you can fall in love with it even more by becoming a copycat poet, copying the rhythm and the rhyme and creating your own poems.

How to Become a Copycat Poet

1. Choose a poem you love.
2. Pick a topic you love.
3. Tap out your words to match the rhythm
4. Read your new poem out loud.
5. Listen for how it sounds.

### Session 18: Avid Reader's Poetry Extravaganza

Demonstration Text:

(Unit 4, pg. 108) Today I want to teach you that whenever you come to the end of something, it's fun to have a celebration! One way to celebrate is to have a festival of sorts, where there are lots of different, fun things you can do together.

Celebration Choices:

- Read and Illustrate Poems
- Read and Perform
- Karaoke
- Copycat Poems

## Unit 5: Becoming Avid Readers (Book IV)

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### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Becoming Avid Readers Unit of Study Text by Lucy Calkins
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum
- Not Norman
- Honey Bees
- Dragonflies
- Gossie
- Honey for Baby Bear
- Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)
- Variety of level D/E fiction and nonfiction books to model teaching points
- Variety of poems and nursery rhymes (Social Studies Poetry Notebook)

Student resources:

- Leveled books
- Reading mats
- Reading fingers/pointers
- Copies of popular poems

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks



## Unit 5: Becoming Avid Readers (Book IV)

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- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers
- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for student to hear books read out loud.

- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.

# Unit 6: Growing Expertise in Little Books (If Then...)

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## STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

RF.K.1	RF.K.1.a	RF.K.1.b	RF.K.1.c	RF.K.1.d	RF.K.2	RF.K.2.a	RF.K.2.b		
RF.K.2.c	RF.K.2.d	RF.K.2.e	RF.K.3	RF.K.3.a	RF.K.3.b	RF.K.3.c	RF.K.3.d		
RF.K.4	RI.K.1	RI.K.2	RI.K.3	RI.K.4	RI.K.5	RI.K.7	RI.K.10	W.K.2	SL.K.1
SL.K.2	SL.K.3	SL.K.6	L.K.1	L.K.1.a	L.K.1.b	L.K.1.c	L.K.1.d	L.K.1.e	
L.K.1.f	L.K.2	L.K.2.a	L.K.2.b	L.K.2.c	L.K.2.d	L.K.4	L.K.4.b	L.K.5	L.K.6

## Unit 6: Growing Expertise in Little Books (If Then...)

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### DESIRED RESULTS

#### Established Goals

In this unit, children are allowed to slow things down and really stretch out each word, listening to not only the first sounds, but to every sound in the word. Using high frequency words repeatedly will help children as readers and writers.

#### Transfer

Students will be able to independently use their learning to...

Access multiple books on a topic adding to their expertise on a topic and increase their learning about the world from each new book they read.

#### Meaning

##### Big Ideas & Understandings

Students will understand that...

- Books make readers think and wonder about topics.
  - Readers use text features to help them understand the structure of a book.
  - Readers ask questions to support their understanding of text.

##### Essential Questions

Students will keep considering...

- How can I notice more and more in the books I read?
  - How can I learn new things and words from the pictures and words?
  - If I put together a couple of books that are about one thing, how can I learn from one and add it to what I learn from the next?
  - Can I find a way for books to become my teachers, so that I can learn ideas and information about the world?
  - Can books get me wondering about things?
  - How is information organized?

## Unit 6: Growing Expertise in Little Books (If Then...)

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Meaning	
	<ul style="list-style-type: none"><li>• Why do we ask questions?</li></ul>

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• Domain-specific language- “expert words” that fit with a topic.</li><li>• that reading and talking about information from across texts is what growing readers do.</li><li>• that each new book they read on a specific topic, helps them to become an expert on that topic.</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• extracting information from a text to add to their expertise on a topic</li><li>• Recognizing domain specific language that fit in a topic.</li><li>• Collaborating with peers about information across texts</li></ul>

### STANDARDS

#### New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

#### New Jersey Core Curriculum - Kindergarten - Science

K-ESS3-1

K-LS1-1

## Unit 6: Growing Expertise in Little Books (If Then...)

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### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>• Accountable talk with partners</li><li>• Teacher observations</li><li>• Conferences and small groups</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>• Fountas &amp; Pinnell Running Record Assessments</li><li>• Print Concept assessment</li><li>• Letter Name ID assessment</li><li>• Letter Sounds assessment</li><li>• CVC Word assessment</li><li>• Phonological Awareness assessment</li><li>• High frequency word assessment</li></ul>	<p>Performance Task(s):</p> <p>Celebration: Students will share out information about what they learned from a text .</p>
	<p>Other Evidence:</p>

## Unit 6: Growing Expertise in Little Books (If Then...)

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### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

**Bend I: Readers become experts on topics by reading books, asking questions, and talking with others**

**Session 1:** How to be an expert reader

Demonstration Text: Zoo Looking

(Pg. 8 If, Then curriculum) Today I want to teach you that readers look closely, point to the picture, ask questions, and talk about their books, so that they can become experts on the topics

How to be an expert reader

1. Look closely
2. Point to the picture
3. Ask questions
4. Talk about the book

**Session 2:** Reading nonfiction is just like reading fiction

Demonstration Text: Zoo Looking

(Pg. 9) Today I want to teach you that reading nonfiction isn't all that different from reading fiction.

Nonfiction readers use all the same strategies as fiction readers do when they are getting ready to read.

How to read nonfiction

1. Look at the cover
2. Read the title
3. Look at the pictures
4. Name what you see
5. Think how the story might go

**Session 3:** Using their whole brain to learn about each page

Demonstration Text: Zoo Looking

(Pg. 9) Today, I want to teach you that readers use the whole page and their whole brain to learn as much as possible about their books. They look closely at the entire page, and point and talk about everything they see-and most of all, readers ask questions.

Use the whole page to learn about the book

1. Look closely at the page
2. Point to the picture

## Unit 6: Growing Expertise in Little Books (If Then...)

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3. Ask questions to learn about key details: Who? What? When? Where How? Why?

**Session 4:** Use the whole page to learn more and more

Demonstration Text: Zoo Looking

(Pg. 10) Today I want to teach you that when readers want to learn from their books they run their fingers across each page, trying to notice more and more, in both the pictures and the words. As they do this they say what they notice and then ask questions about those details.

Use the whole page to learn about key details

1. Look closely at the page
2. Point to the picture
3. Point to the words
4. Ask questions to learn about key details: 'I wonder why...' or 'Where does...?' or 'What is this...?'

**Session 5:** You become the teacher

Demonstration Text: Zoo Looking

(Pg. 10) Readers, now that you've been learning so much from your books, you are ready to be the teachers! One way to teach your partner what you have learned is to retell. One partner can say what the book was mostly about, and then give examples.

How to be the teacher and retell

1. This book is mostly about \_\_\_\_
2. One example is \_\_\_\_
3. Your partner can help you remember important events
4. Reread to remember what the book is about

**Session 6:** Becoming an expert nonfiction reader

Demonstration Text: Zoo Looking

(Pg. 11) Today I want to teach you that one way that expert nonfiction readers share what they are learning is by giving their partner a little lesson about their book.

Be an expert nonfiction reader

1. Look at the cover
2. Talk about what the book is mostly about
3. Reread the last page

## Unit 6: Growing Expertise in Little Books (If Then...)

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4. Ask “How does the ending go with the pages in the book and title?”

### **Session 7:** Make up the last page of your book

Demonstration Text: Zoo Looking

(Pg. 11)Today I want to teach you a little secret about some of your information books: some of your books do not have last pages that fit with the main idea! It is true that many information books provide one piece of information after another—and then they just end! You can be on the lookout for those kinds of books, and when you find one, you can get paper and create a new last page for the book!

How to make up the last page of a book

- 1.Read your book and be on the lookout- what is your main idea?
- 2.If your book doesn't have a last page:
- 3.Get a piece of paper
4. Be creative and make up your own last page that connects to the main idea!

### **Session 8:** Readers can be just like a T.V. reporter

Demonstration Text: Zoo Looking

(Pg. 11)Today I want to teach you that readers can also be like T.V. reporters, to teach others about the information they have been gathering. Reporters say things like, “Did you know..?” Another interesting piece of information...

In this book it teaches you all about....

- 1.Reporters other use gestures to add to their meaning
- 2.Reporters can also point to the part of the book that fits what they are saying
3. Reporters use prompts like: Did you know... and Another piece of information is...

### **Session 9:** Partners work together to come up with questions

Demonstration Text: Zoo Looking

(Pg. 11)Readers, you already know that you can come up with questions about a topic as you read, and today I want to teach you that you might also come up with questions about a topic when talking with your partners. Sometimes, after listening to your partner, you might be left with even more questions! You can ask your partner questions, and then work together to think of possible answers.

Partners work together to...

- 1.Reread a book to search for answers



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2. Point to pictures & words so you understand

3. Search for new books to help you answer questions

(It's OK to hang on to questions for a long time)

### **Bend II: Readers Learn About Words Inside Their Books, Too!**

**Session 10:** Create an expert word chart

Demonstration Text: Who Works at the Zoo

(Pg. 13) Today I want to teach you that one thing expert nonfiction readers do is collect expert words about their topics—words that are important to know. They collect these words on a special chart and use them when they are teaching others.

Create your own 'expert words chart'

1. Search through your book

2. Get a piece of paper

3. Add words to your chart that you think are important

4. Teach the words to your partner

**Session 11:** You become the teacher to teach words

Demonstration Text:

Who Works at the Zoo

(Pg. 13) Today I want to tell you that not only do your books teach you important words—your partner can learn those words, too, and you can teach them! When you teach your partner the important 'expert word' in your book, you can do more than just say the words. You can use the pictures to teach an expert word. You can describe what it looks like or what the word does. You can even give an example or two to go with the word.

Learn from your partner

1. Find 'expert words' in your book

2. Try to say the word

3. Use the picture to help you

4. Describe it

**Session 12:** Figuring out unknown words

Demonstration Text:

Who Works at the Zoo

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(Pg. 14) Readers, when you are reading to learn, you may come across words that you have never seen or heard before. For example, if you are reading a book about flowers, then there might be special words about flower parts in the book like stem and petals, or if you are reading about animals playing together then you may find words like flap and gallop to tell about how the animals move. When you come to tricky words like this, you can stop and think, “What might this word mean? Are there any clues in the picture or in the other words on the page?”

How to figure out unknown words

1. Ask, what word would make sense?
2. Try it out or see if it sounds right.
3. Check the print carefully,
4. Look at the first few letters
5. Look at the end of the word.”

### **Session 13:** Understanding what you are reading

Demonstration Text:

Who Works at the Zoo

(Pg. 15) Today I want to teach you that nonfiction readers use all of the information on the page to understand what they are reading. They don’t just collect words and facts and list them separately, like ‘one, two, three.’ No way! They work hard to pull all the separate pieces of information together. One way to do this is to point and label the separate parts of the picture and then say how the parts go together.

Understand what you are reading

1. Look for ‘expert words’
2. Look at the picture
3. Label the picture
4. Think how the parts of the word go together
5. Try the new word!

### **Session 14:** Bring the books to life

Demonstration Text:

Who Works at the Zoo

(Pg. 15) Today I want to teach you that readers can ‘bring the book to life’ by acting out the actions in the pictures, and in the words. You can match your voice to what is happening, and use gestures and actions to add to what is happening.

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Bring the book to life

1. Read your book
2. Look at the pictures
3. Look at the words
4. Act it out

**Session 15:** Readers figure out the pattern to get themselves to read

Demonstration Text: Who Works at the Zoo

(Pg. 15) Today I want to teach you that readers can get themselves ready to read each time they turn the page by thinking about what pattern the text is following and what the book is about. You can look closely looking at the picture and think, 'What is this page teaching? What might this page say?' Then you can read to make sure the words match.

Think about the pattern in the book

1. Think about the pattern
2. Think about what the book is about
3. Look at the picture
4. Think what is the picture teaching you

**Session 16:** Respond to the text using pictures

Demonstration Text: Who Works at the Zoo

(Pg. 16) Today I want to teach you that readers can respond to the text by reading the words and then using the pictures to learn even more information.

Respond to the text using pictures

1. Say "The words say \_\_\_\_"
2. I also see \_\_\_\_ in the pictures
3. It makes me think \_\_\_\_\_

**Session 17:** Readers use strategies to figure out what the book is about

Demonstration Text: Who Works at the Zoo

(Pg. 16) Today I want to remind you that readers don't usually try to memorize every tiny fact in their books! They use strategies to figure out what the book is mostly about. As they read, they are thinking, 'How does this page fit with the title?....Now how does this page fit with the title? They also stop midway

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to think, 'How do all these pages fit together so far?' and again to think, 'What is the whole book mostly about? Readers are doing a lot of stopping and thinking all along the way to figure out what the book is mainly about.

How to figure out what the book is about

- 1.Look at the picture
- 2.Think how it goes with the title
- 3.How do the pages fit together
- 4.What is the whole book about

### **Bend III: Readers Can Think About What's the Same and What's Different in (and across) Books**

**Session 18:** Readers learn everything they can about a topic

Demonstration Text: Fishy Tales

(Pg.17 )Today I want to teach you that when readers are learning about something, they read everything they can about the topic. They read more than one book about it! You can read many books about your topic and then retell everything you learned.

Learn everything you can about a topic

- 1.Gather many books on the same topic
- 2.Read, Read Read!
- 3.Say everything you can about the topic
- 4.Count how many things you can say about a topic

**Session 19:** Comparing books to see what's the same and different

Demonstration Text: Fishy Tales

(Pg. 18)Today I want to teach you that readers compare books, noticing what is the same and also what is different. You can do this by playing the Same Game and the Different Game.

Notice what is the same and different

- 1.Look at your book and think what is the same
- 2.Mark the page with a post-it with "s"
- 3.Look at your book and think what is different
- 4.Mark the page with a post-it with "d"

**Session 20:** Use the words and pictures to see what is the same and different

Demonstration Text: Fishy Tales

## Unit 6: Growing Expertise in Little Books (If Then...)

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(Pg.18 )Readers, today I'd like to teach you that you can use both the pictures and the words to think about what's the same, and what's different. Sometimes the words are the same as what is in the picture, but sometimes they're different!

Use picture and words to think about what is the same/different

- 1.Read with your partner
2. Say, 'The picture teaches me \_\_\_\_\_,
3. But/and the words on this page say \_\_\_\_\_.'"

### Session 21: Nonfiction readers use text features

Demonstration Text: Fishy Tales

(Pg. 19)Today I want to teach you that nonfiction readers notice text features as they are reading. You can do this with your partner by playing a game called, 'Does Your Book Have...?' One reader chooses a book or a page in a book and says what it's mostly about, and then says, 'Does your book have a text feature like this?' Then the other kids at your table search their books to see if they have a page that has a text feature similar to the one you just pointed out. When they find something, they hold it up, share it with the group, and talk about what the purpose of the text feature is. Then it starts again!

How to notice text features

- 1.Say what the page or whole book was mostly about.
- 2.Ask, 'Does your book have a text feature like this?'
- 3.Everyone searches to see if they have a similar text feature.
- 4.When one person finds something, they share it with the group.
- 5.Start again!"

### Session 22: Books Talks

Demonstration Text: Fishy Tales

(Pg. 19)Today I want to teach you that you can invent your own ways to talk about books with your group. You might decide to act parts out, or read an entire book to your group, or ask a question to the group.

Work together to keep your conversations going, it's up to you!

Make up your own way to talk about books (Use the charts to help you remember how!)

- 1.Compare and contrast your books
- 2.Act out parts
- 3.Read the entire book

## Unit 6: Growing Expertise in Little Books (If Then...)

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4. Ask questions to the group

**Session 23:** Use everything you know to learn about a topic

Demonstration Text: Fishy Tales

(Pg. 20) Today I want to teach you that readers can think about everything that authors want them to learn about a topic. They can compare different books on the same stop and ask themselves and each other, 'what did the authors want us to learn about this topic?' Readers look at what is the same and what is different about the information on the pages. Then they can reread to find parts that are similar and different across books.

Use everything you know to learn about a topic

1. Compare different books
2. Think why did the author want us to learn this
3. What is the same & different
4. Reread

**Session 24:** (Pg. 20) Readers can lay books side by side and then ask themselves, 'what did I learn about the topic from this one and what did I learn about it from this other one?' Talk about what you learned

Demonstration Text: Fishy Tales

Talk about what you learned

1. Listen to everyone
2. Share with your partner
3. Read from book to book
4. Say a sentence about what you learned in the book

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### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- If...Then... Text by Lucy Calkins
- The Reading Strategies Book by Jen Seravallo
- Fountas & Pinnell Guided Literacy Continuum
- Zoo Looking
- Who Works at the Zoo
- Fishy Tales
- Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)
- Variety of level E/F fiction and nonfiction books to model teaching points

Student resources:

- Leveled books
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Digital Resources:

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Special Education:

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- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Pre-teach vocabulary.
- Use high interest, low readability material.
- Use guided reading lessons

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Small group instruction
- Use visual graphic organizers

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- Consistent daily structured routine

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Encourage student to share information about book(s) he/she enjoyed.
- Provide opportunities for students to hear books read out loud.

ELL Students:

- Extra Response time
- Provide opportunities for student to hear books read out loud.
- Pre-teach vocabulary.

Gifted & Talented:

- Develop individual sight word vocabulary.
- Use guided reading lessons.



# Unit 7: Readers Get to Know Characters by Pretending and by Performaing Their Books

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STANDARDS ADDRESSED

DESIRED RESULTS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION