

Berkeley Heights Public Schools Curriculum
Berkeley Heights, New Jersey



Reading Units of Study

Grade Level: Kindergarten

Date Adopted: July 2021



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ACKNOWLEDGEMENTS

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DOCUMENT OVERVIEW

The guidelines for developing curriculum in the Berkeley Heights Public Schools include the New Jersey State Learning Standards (NJSLS). These standards spell out specific learning expectations for each grade level and content area. We use a variation of the *Understanding by Design* (UbD) model of curriculum development and organization.

Prerequisite Knowledge and Skills: A brief description of foundational knowledge and skills that students should have mastered to equip them with the readiness skills necessary to make meaning of the objective of this lesson/unit.

Essential Questions and Enduring Understandings: These questions are used to help students conceptualize overarching ideas and to find personal meaning in their learning. Enduring Understandings are statements summarizing important ideas, key take-aways, and core processes that are central to a discipline, and have lasting value beyond the classroom.

Formative Assessment: Assessments that give ongoing diagnosis of learning as students engage in the unit. Results of formative assessment are used for reteaching or extending learning.

Summative Assessment: Assessment that indicates the level of mastery of concepts, knowledge and skills of a unit.

Instructional Strategies/Learning Activities: Describes the differentiated teaching strategies that create high quality instruction to address the needs of all students, engage students in their own learning, and build students' capacity and interest in learning.

Demonstrations of Understanding: These Six Facets underlie students' opportunities to demonstrate their understanding of content knowledge and skills using the *Understanding by Design* model of curriculum.

1. **Explanation:** Students can explain the core meaning of learning in a way that communicates the key concepts embodied in the knowledge and skill of the standard.
2. **Interpretation:** Students can articulate why a particular standard/learning matters, relate it to other learnings, and can translate the impact of this learning on personal, societal, and scientific issues.
3. **Application:** Students can use the learning in new contexts that differ from the instructional context and can modify and flexibly use learning to suit the context.
4. **Perspective:** Students can question assumptions, conclusions and points of view and can express different viewpoints on issues and/or seek different solutions for problems.
5. **Empathy:** Students can "stand in another's shoes" and see a situation from the inside out.
6. **Self-knowledge:** Students can evaluate how they learn, examine what helps and does not help them in the learning process, and set goals to support ongoing learning. Self-knowledge asks students to identify their own barriers to learning, e.g., blind spots, misconceptions.



CURRICULUM PACING GUIDE

UNIT NUMBER	UNIT TITLE	SUGGESTED PACING
1	We Are Readers: Building Good Habits and Routines	Mid October - November Approx. 30 instructional days
2A	Super Powers: Reading With Print Strategies and Sight Word Power	December - January Approx. 30 instructional days
2B	Reading Nonfiction: Learning About People	February Approx. 25 instructional days
3	Bigger Books, Bigger Reading Muscles	March - mid April Approx 30 instructional days
4	Becoming Avid Readers	Mid April - May Approx 30 instructional days
5	Skills and Strategies to Help Me Unlock New Words (Phonemic/Phonological Awareness)	Ongoing throughout the year



UNIT TITLE

We Are Readers: Building Good Habits and Routines

CONTENT AREA:

Reading

GRADE LEVEL:

K

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 1 - September - October, approx. 30 instructional days

UNIT FOCUS - SUMMARY OF UNIT

This unit serves to help students see and think of themselves as readers; and to develop foundational skills that will foster reading growth and enjoyment. The unit begins by learning how to select books and take care of books. It also sets up community practices and procedures for the Reader’s Workshop. Other skills and strategies will be taught such as: “knowing yourself as a reader,” “building reading stamina,” and “being a good listener.” Children will begin to learn concepts of print as well as receive an introduction to good reading habits. We want children to finish this unit with a confident sense of reading identity. We want them to see, experience, and understand how books are filled with information and stories that we can read and share with others. While teaching this, we want them to love to read while they also learn how to read. Your class library will be filled with familiar texts, emergent texts, shared reading books, back-to-school books, and books about family and friends.

As you assess your readers, one of the urgent things to assess will be childrens' concepts of print. You are essentially seeing which children know that books are read from front to back, left to right, top to bottom, and that readers read the words. You are looking to see which of your children know what a sentence is, a word, a letter? You’ll support children as they learn about locating the front and back of the book, finding the first page and turning the pages, reading the pictures, pointing under (not on top of) the words as they read, and reading the words from left to right. Children can learn to notice and name what is on the pages, again from left to right. They can look at a picture thinking, “What does this page say?” to generate stories to accompany these pictures. Research has shown that children who fail to thrive in kindergarten often do so because they cannot extract information from a picture or master early reading behaviors.

Shared reading texts to support this unit are also crucial. Through shared reading, shared writing, interactive writing and word study, you will be modeling the conventions of reading daily for your students. This will help you assess where students are in their reading lives and plan your next steps of instruction accordingly.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
 - A. Read emergent-readers with purpose and understanding.
 - B. Read grade level text for purpose and understanding.
- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.
- RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

- RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Speaking & Listening Standards:

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper- and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize the first word in a sentence and the pronoun I.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Writing Standards:

- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to sit and actively listen for short periods of time.
- Students should be able to care for books.
- Students should be able to take turns when doing partner work.
- Students should be able to talk about a specific topic.

ENDURING UNDERSTANDINGS:

- Reading workshop is a fun and safe place to explore books, read, and share.
- Through a variety of reading experiences, readers develop awareness that print tells a story or provides information.
- Text serves many purposes, including entertaining, informing and persuading.
- Through flexible integration of the three cueing systems (visual, meaning, syntax), readers are able to read and comprehend text.

ESSENTIAL QUESTIONS:

- Why do we read?
- What strategies can I use to help me read and understand a text?
- How do readers share what they have read?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

Readers will know how to...

- Begin to use concepts about print knowledge
- Read books to learn about the world
- Read stories
- Read environmental print
- Reread
- Read from cover to cover
- Think about books
- Read with a partner
- Use picture clues
- Find parts of pages to back up their thinking
- Use speaking and listening skills when doing partner work

STUDENTS WILL BE ABLE TO:

- Recognize the relationship between spoken word and print.
- Demonstrate that text is read left-to-right, top-to-bottom (directionality).
- Distinguish between letters and words and sentences.
- Recognize that words in text are separated by spaces.
- Demonstrate one-to-one correspondence when reading.
- Use picture clues productively to aid understanding of story content and identify unfamiliar words. (meaning)
- Use sound-letter associations to help identify words. (visual)
- Use the structure of language to identify words and create meaning. (syntax)
- Employ a variety of strategies (i.e. context clues, word within word, beginning sound, etc.).
- Monitor and self-correct to ensure reading makes sense.
- Use punctuation to determine pacing and intonation.
- Retell familiar stories including key details.
- Ask and answer questions about unknown words in a text.
- Recognize common types of text.
- Actively engage in group reading activities.
- Ask and answer questions about key details outlined in the text with prompting and support.
- Use strategies before, during, and after reading to enhance comprehension of texts.
- Identify front cover, back cover, title page to understand the main topic.
- Participate in shared, guided, partner and read aloud reading experiences.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Fountas and Pinnell Assessment (for students who are reading at a C/D and above)
- Teacher created performance assessment
- Reader's notebook/writing about reading

SUMMATIVE ASSESSMENTS (All summative assessments listed are required)

- Sight word assessment
- Marie Clay Concepts of Print Assessment
- Letter/Sound assessment
- Kindergarten Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- TC Running Records - All levels
- Assessing Phonological Awareness

- Developmental Reading Assessments (DRA or DRA2+)
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson, but not necessarily one day.

Bend 1: Launching with Learning About the World Books

Session 1	<i>Readers Read the World:</i> In this session, you'll teach your Kindergarteners to read the world. A reader is someone who walks through the world on the lookout for things to read.
Session 2	<i>Readers Read Books to Learn about the World:</i> In this session, you'll teach children that readers don't just read stories; they also read books to learn about the world.
Session 3	<i>Readers Read by Themselves and with Others:</i> In this session, you'll teach children the routines of private and partner reading, letting them know that during every reading workshop, they will have a chance to read privately and to read with a partner.
Session 4	<i>Readers Read a Book from Cover to Cover:</i> In this session, you'll teach children that readers read a book from the cover to the pages to the end - or from the front cover to the back cover.
Session 5	<i>Readers Reread:</i> In this session, you'll teach your kindergartners that readers reread and monitor themselves. Prompting readers to monitor for meaning (checking if they missed any information) early on will definitely benefit them when they begin to pay attention to print too.
Session 6	<i>Readers Reread a Book by Putting All the Pages Together:</i> In this session, you'll teach your readers that rereading also helps you do the work of putting all of the pages together in your book.
Session 7	<i>Readers Reread to Rethink:</i> In this session, you'll teach your readers that when they reread a book, they are also learning more because they are rethinking.
Session 8	<i>Rereading Helps Readers Learn from Words in Books, Too:</i> In this session, you'll teach students that reading both the pictures and the words on each page will help them learn more in each book.

Bend 2: Reading Old Favorite Storybooks

Session 9	<i>Readers Sound Like Teachers When They Read Learn-about-the-World Books:</i> In this session, you'll teach your readers to read with an authoritative voice when reading nonfiction text.
Session 10	<i>Readers Can Read Stories They Have Heard a Zillion Times:</i> In this session, you'll teach your students how to turn stories that have been read to them a zillion times into stories they can read on their own.
Session 11	<i>Readers Work Hard to Make the Words They Read Match the Page They are Reading:</i> In this session, you'll teach your readers the importance of reading the right part of their old favorite storybooks on the right page.
Session 12	<i>Readers Know How to Get Their Own Old Favorite Storybooks:</i> In this session, you'll teach your students how to make a new favorite storybook become a <i>new</i> old favorite storybook by rereading it multiple times.
Session 13	<i>Readers Use Exact Character Words:</i> In this session, you'll teach students that readers make their old favorite storybook readings better by using exact character words.
Session 14	<i>Readers Reread Old Favorites, Remembering to Say More and More of the Story:</i> In this session, you'll teach your students how to use the words on the page to push themselves to say more when reading their old favorite storybooks.
Session 15	<i>Readers Use Special Connecting Words to Put Storybook Pages Together:</i> In this session, you'll teach your kids to use words to connect one page to the next page to make their old favorite storybooks sound better.
Session 16	<i>Readers Use More and More Words that Are Exactly the Same in Their Old Favorites:</i> In this session, you'll teach your students that the more times they read a book, the more they will sound exactly like the book.
Session 17	<i>Readers Can Point to and Read Some Words in Their Old Favorites:</i> In this session, you'll teach your kids how to use their know-it-by-heart power to help them point to and read some of the words in their books.
Session 18	<i>Readers Work with Their Partners, Using All They Know to Read Old Favorites:</i> In this session, you'll teach your kindergarten students to use the anchor chart for the unit as a checklist to help make their partner reading of their old favorite storybooks even better.
Session 19	<i>A Celebration of Old Favorite Storybook Reading (and Learn-about-the World Reading, Too):</i> In this session, readers will celebrate their accomplishments in this unit by rereading a favorite storybook with expression to a partner.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 and 9.2 are appropriate for this unit.

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<https://www.state.nj.us/education/aps/cccs/career/>

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

- Students will build relationships with their teacher and classmates based on goal setting and partner work.
- Students will have a classroom community of readers with expectations and goals.
- Students will build confidence in their reading by being able to select books, read independently, and being able to read for a longer amount of time.

Additional Activities:

- Mindful moments
- Yoga and/or brain breaks
- Responsive classroom activities
- Morning meeting
- <https://www.centervention.com/social-emotional-learning-activities/>
- <https://www.education.com/lesson-plans/social-emotional-learning/>

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>
- **Technology Standards**
 New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Law:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems. Moreover, we are committed to ensuring that there is diversity, equity, and inclusion in all aspects of the Berkeley Heights Public Schools. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *We Are Readers - Unit of Study* by Lucy Calkins and Natalie Louis
- Columbia Teachers College Pacing Guide
- Read Aloud texts including -

The Carrot Seed, by Ruth Krauss

Mrs. Wishy Washy, by Joy Cowly

Additional appropriate titles for K Read Alouds

- www.heinemann.com - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.
- [Emergent Storybook Reading Conference Sheet](#)

PROFESSIONAL RESOURCES

- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- "From Phonics to Fluency" by Tim Rasinski - Teacher resources can be found here:
http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf
- Reader's Theater Scripts - <https://www.readinga-z.com/fluency/readers-theater-scripts/>
- [Teachers College Reading and Writing Project](#)
- www.jenniferserravallo.com/blog
- [Teaching Reading - Resource Topics](#)
- [Sight Words: Teach Your Child to Read](#)
- [Read Write Think: Homepage](#)

TEACHER NOTES



UNIT TITLE

Super Powers: Reading with Print Strategies and Sight Word Power

CONTENT AREA:

Reading

GRADE LEVEL:

K

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 2a - December - January - Approximately 30 days

UNIT FOCUS - SUMMARY OF UNIT

This unit builds on the idea that students are readers, but encourages them to think of themselves in a playful way as SUPER readers who can activate “super powers” to help them grow as a reader. The emphasis will be more on the print and developing one-to-one correspondence. Children will be assessed on their reading levels and will be introduced to “book baggies” that contain familiar texts and books at their level. Children will be taught various strategies and will be encouraged to try a variety of different ones when they get stuck. The concept of “snap words” will be introduced (words that they can recognize and read with automaticity) and built upon as they grow as readers. Children will begin to look at patterns and punctuation as they work on their fluency and begin to read for meaning to bring books to life.

As you assess your readers, continue to track their progress on concepts of print and letter names & sounds. Additionally, search for signs of children who are demonstrating early reading behaviors. You can use their writing skills as an indicator of their potential reading ability. Remember to not only look at their accuracy, but also how the child is using pictures and tracking the print on the page.

As you prepare for this unit, be sure to fill book tubs with familiar texts, such as small copies of favorite big books, class charts, an alphabet chart, a ring of sight words, classroom books you’ve created as a shared writing experience, and any books children have published on their own. As you enter bends one and two, begin to create book baggies for the children with leveled texts and familiar texts, as well. Try to introduce books to children to encourage interest and develop vocabulary. Begin to gather instructional level texts for guided reading groups.

You will also want to collect books for both read alouds and shared reading. Shared reading books are slightly above the students’ independent reading level, while read alouds will be much more complex and allow you to have deeper conversations about the topics in books.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
 - A. Read emergent-readers with purpose and understanding.
 - B. Read grade level text for purpose and understanding.
- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.
- RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Speaking & Listening Standards:

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper- and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize the first word in a sentence and the pronoun I.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Writing Standards:

- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to sit and actively listen for short periods of time.
- Students should be able to reread their favorite books.
- Students should view themselves as readers.
- Students should be able to care for books.
- Students should be able to take turns when doing partner work.
- Students should be able to talk about a specific topic.

ENDURING UNDERSTANDINGS:

- Reading workshop is a fun and safe place to explore books, read, and share.
- Through a variety of reading experiences, readers develop awareness that print tells a story or provides information.
- By rereading favorite stories, readers realize they are readers.
- Through flexible integration of the three cueing systems (visual, meaning, syntax), readers are able to read and comprehend text.
- Readers can retell what happened in the story.

ESSENTIAL QUESTIONS:

- Why do we read?
- What strategies can I use to help me read and understand a text?
- How do readers share what they have read?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

Readers will know how to...

- Begin to use concepts about print knowledge
- Demonstrate understanding of one to one correspondence with print
- Read commonly read words with automaticity (snap words)
- Use picture clues
- Use a variety of reading strategies (meaning, visual and syntax) to figure out unknown words
- Read stories
- Monitor own reading
- Begin reading with fluency
- Begin reading with expression
- Reread
- Share the gift of reading by reading or retelling to others

- Read from cover to cover
- Think about books
- Read with a partner
- Use speaking and listening skills when doing partner work

STUDENTS WILL BE ABLE TO:

- Recognize the relationship between spoken word and print.
- Demonstrate that text is read left-to-right, top-to-bottom (directionality).
- Distinguish between letters and words and sentences.
- Recognize that words in text are separated by spaces.
- Count, pronounce, blend, and segment syllables in spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read high-frequency and sight words with automaticity.
- Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
- Demonstrate one-to-one correspondence when reading.
- Use picture clues productively to aid understanding of story content and identify unfamiliar words. (meaning)
- Use sound-letter associations to help identify words. (visual)
- Use the structure of language to identify words and create meaning. (syntax)
- Ask and answer questions about unknown words in a text.
- Employ a variety of strategies (i.e. context clues, word within word, beginning sound, etc.).
- Monitor and self-correct to ensure reading makes sense.
- Use punctuation to determine pacing and intonation.
- Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- Retell familiar stories including key details.
- Ask and answer questions about unknown words in a text.
- Actively engage in group reading activities.
- Ask and answer questions about key details outlined in the text with prompting and support.
- Use strategies before, during, and after reading to enhance comprehension of texts.
- Identify front cover, back cover, title page to understand the main topic.
- Participate in shared, guided, partner and read aloud reading experiences.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) when speaking.

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Fountas and Pinnell Assessment (for students who are reading at a C/D and above)
- Teacher created performance assessment

SUMMATIVE ASSESSMENTS (All summative assessments listed are required)

- Anecdotal notes
- Sight word assessment
- Marie Clay Concepts of Print Assessment
- Letter/Sound assessment
- [Kindergarten Required Assessment Schedule](#)

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student’s oral reading
- TC Running Records - All levels
- Assessing Phonological Awareness
- Developmental Reading Assessments (DRA or DRA2+)
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson, but not necessarily one day.

Read Aloud	<i>So Much!</i> (Trish Cooke)
Shared Reading	<i>Brown Bear, Brown Bear</i> (Eric Carle)

Bend 1: Using Super Powers to Look and Point, and Then Read Everything

Session 1	<i>Readers Have Super Powers to Look, Point, and Read Everything They Can!:</i> In this session, you'll teach children that they can use "super powers" to help them read, starting with the power of pointing under each word to read what it actually says.
Session 2	<i>Super Readers Use Pointer Power to Check Their Reading, Making Sure What They Say Matches What They See:</i> In this session, you'll teach children that the number of words they read should match the number of times they point.
Session 3	<i>Readers Don't Let Longer Words Slow Them Down: Every Word Gets One Tap:</i> In this session, you'll teach children that both short and long words get one tap.
Session 4	<i>Readers Use Snap Words to Anchor Their Pointer Power:</i> In this session, you'll teach children that snap words- words they know in a snap- can help them fix their pointer power.
Session 5	<i>Partner Power Gives Readers Even Stronger Pointer Power:</i> In this session, you'll teach partners to double their pointing power by having one partner read while the other partner points both checking that one word gets one tap.

Bend 2: Taking on Even the Hardest Words

Session 6	<i>Super Readers Put Powers Together:</i> In this session, you'll teach children to use pictures to help them predict and read unfamiliar words.
Session 7	<i>Super Readers Learn Words and Practice Reading Then In a "Snap!":</i> In this session, you'll teach children that readers look, read, spell, write, look, and read to make any word a snap word.
Session 8	<i>Super Readers Make the First Sound in the Word to Help Them Read the Word:</i> In this session, you'll teach readers to look at the first letter and say the first sound to help them predict and read an unfamiliar word.
Session 9	<i>Super Readers Don't Give Up!:</i> In this session, you'll teach children that readers try one thing and then another when they are stuck.
Session 10	<i>Celebration: Readers Show Off Their Powers:</i> In this session, you could teach children that readers monitor which reading powers they use the most and set goals to use others more.

Bend 3: Bringing Books to Life

Session 11	<i>Readers Use Their Voices to Bring Books to Life:</i> In this session, you'll teach children that readers read with smooth voices to bring books to life.
Session 12	<i>Readers Use the Pattern to Sing Out Their Books:</i> In this session, you'll teach children that readers sing out pattern words to help them read smoothly.
Session 13	<i>Readers Use Punctuation to Figure Out How to Read:</i> In this session, you could teach students to use end punctuation to determine when to stop and what voice to use when reading.
Session 14	<i>Readers Change Their Voices to Show They Understand the Book:</i> In this session, you'll teach children that readers use their voices in different ways as they read to show they understand the book. They match their tone to the feelings in the book.
Session 15	<i>Super Readers Talk About Books, Too!:</i> In this session, you'll teach children that readers not only read books; they talk about them, too, to bring them to life.
Session 16	<i>Readers Retell Books After They Read Them:</i> In this session, you could teach children that readers retell books to help them remember all of the parts.
Session 17	<i>Celebration: The Gift of Reading:</i> In this session, you'll teach children that readers share their gift of reading by reading to others.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

- <https://docs.google.com/document/d/1v5NF2k0cQoghIKcSPRxgvj7AUejTkr0Dnz2J92-9qe4/edit?usp=sharing>

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 and 9.2 are appropriate for this unit.

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<https://www.state.nj.us/education/aps/cccs/career/>

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

- *So Much!* This title can be used to discuss families as part of this unit.
- Students will build relationships with their teacher and classmates based on goal setting and partner work.
- Students will have a classroom community of readers with expectations and goals.
- Students will build confidence in their reading by being able to select books, read independently, and being able to read for a longer amount of time.

Additional Activities:

- Mindful moments
- Yoga and/or brain breaks
- Responsive classroom activities
- Morning meeting
- <https://www.centervention.com/social-emotional-learning-activities/>
- <https://www.education.com/lesson-plans/social-emotional-learning/>

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Framework for 21st Century Learning**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

- **Technology Standards**

New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

<https://www.state.nj.us/education/aps/cccs/tech/>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Law:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLs and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems. Moreover, we are committed to ensuring that there is diversity, equity, and inclusion in all aspects of the Berkeley Heights Public Schools. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *Super Powers: Reading with Print Strategies and Sight Word Power* by Lucy Calkins, Amanda Hartman & Elizabeth Franco
- Columbia Teachers College Pacing Guide
- Mini-lesson texts including:
 - Familiar nursery rhymes
 - Familiar songs
 - Class books
 - Shared poems
- Read Aloud and Shared Reading texts
- www.heinemann.com - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

PROFESSIONAL RESOURCES

- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- "From Phonics to Fluency" by Tim Rasinski - Teacher resources can be found here:

http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf

- Reader's Theater Scripts - <https://www.readinga-z.com/fluency/readers-theater-scripts/>
- [Teachers College Reading and Writing Project](#)
- www.jenniferserravallo.com/blog
- [Teaching Reading - Resource Topics](#)
- [Sight Words: Teach Your Child to Read](#)
- [Read Write Think: Homepage](#)
- <https://learningattheprimarypond.com/blog/how-to-conduct-individual-reading-conferences-kindergarten-first-second-grade/> - K-2 Reading Conference Resources

TEACHER NOTES



UNIT TITLE

Reading Nonfiction - Learning About People

CONTENT AREA:

Reading

GRADE LEVEL:

K

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 2b - February - Approximately 30 days

UNIT FOCUS - SUMMARY OF UNIT

In this unit, there will be a focus on reading nonfiction books. Readers will be exposed to the characteristics of nonfiction/informational texts. Students should be able to distinguish the difference between fiction and nonfiction. Leveled books from classroom libraries can be separated into two categories to support students (fiction and nonfiction).

Readers learn that they can begin to satisfy their curiosity by reading about the world. The teacher helps to build excitement for a unit full of learning and exploration by sparking excitement about all the knowledge they are about to gain. Students are introduced to the nonfiction genre and classroom library resources that cover a variety of topics. Students use pictures, print, and text boxes to gain and share information from nonfiction texts. Through this work, students are also exposed to new and more complex vocabulary. Readers learn to identify domain-specific words that are important to understanding their texts and conversing with others about the topics. As readers learn to strengthen their decoding and comprehension skills, they then work on reading like an “expert” and building fluency skills based on the author’s purpose. Student partnerships continue to support each other by becoming “Super Helpers”. Partners help plan what to read and chat with each other about what they learned in their texts. The unit ends with a celebration of reading where “expert readers” share how much they’ve learned about a specific topic. Additionally, this unit could be a perfect time for students to explore famous Americans as part of Black History Month.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.

D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency and sight words with automaticity.

D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

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

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.

Speaking & Listening Standards:

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper- and lowercase letters.
 - B. Use frequently occurring nouns and verbs.

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

- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize the first word in a sentence and the pronoun I.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Writing Standards:

- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to sit and actively listen for short periods of time.
- Students should be able to reread their favorite books.
- Students should view themselves as readers.
- Students should be able to care for books.
- Students should be able to take turns when doing partner work.
- Students should be able to talk about a specific topic.

ENDURING UNDERSTANDINGS:

- Reading workshop is a fun and safe place to explore books, read, and share.
- Through a variety of reading experiences, readers develop awareness that print tells a story or provides information.
- Through flexible integration of the three cueing systems (visual, meaning, syntax),

ESSENTIAL QUESTIONS:

- Why do we read?
- What strategies can I use to help me read and understand a text?
- How do readers share what they have read?
- What do I learn when I read nonfiction?

readers are able to read and comprehend text.

- Readers can retell what was learned after they have read a nonfiction text.

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

Readers will know how to...

- Begin to use concepts about print knowledge
- Demonstrate understanding of one to one correspondence with print
- Read commonly read words with automaticity (snap words)
- Use picture clues
- Use a variety of reading strategies (meaning, visual and syntax) to figure out unknown words
- Monitor own reading
- Begin reading with fluency
- Begin reading with expression
- Reread
- Share the gift of reading by reading or retelling to others
- Read from cover to cover
- Think about books
- Read with a partner
- Use speaking and listening skills when doing partner work

STUDENTS WILL BE ABLE TO:

- Recognize the relationship between spoken word and print.
- Demonstrate that text is read left-to-right, top-to-bottom (directionality).
- Distinguish between letters and words and sentences.
- Recognize that words in text are separated by spaces.
- Count, pronounce, blend, and segment syllables in spoken words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- Read high-frequency and sight words with automaticity.
- Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
- Demonstrate one-to-one correspondence when reading.
- Use picture clues productively to aid understanding of content and identify unfamiliar words. (meaning)
- Use sound-letter associations to help identify words. (visual)
- Use the structure of language to identify words and create meaning. (syntax)
- Ask and answer questions about unknown words in a text.
- Employ a variety of strategies (i.e. context clues, word within word, beginning sound, etc.).
- Monitor and self-correct to ensure reading makes sense.
- Use punctuation to determine pacing and intonation.
- Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- Ask and answer questions about unknown words in a text.

- Actively engage in group reading activities.
- Ask and answer questions about key details outlined in the text with prompting and support.
- Identify front cover, back cover, title page to understand the main topic.
- Participate in shared, guided, partner and read aloud reading experiences.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Fountas and Pinnell Assessment (for students who are reading at a C/D and above)
- Teacher created performance assessment

SUMMATIVE ASSESSMENTS (All summative assessments listed are required)

- Anecdotal notes
- Sight word assessment
- Marie Clay Concepts of Print Assessment
- Letter/Sound assessment
- [Kindergarten Required Summative Assessments](#)

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- TC Running Records - All levels
- Assessing Phonological Awareness
- Developmental Reading Assessments (DRA or DRA2+)
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson, but not necessarily one day.

Read Aloud	Nonfiction big book
Shared Reading	Nonfiction big book

Bend 1: Using Super Powers to Look and Point, and Then Read Everything

Session 1	<i>Readers Have Super Powers to Look, Point, and Read Everything They Can!</i> In this session, you'll teach children that they can use "super powers" to help them read nonfiction, starting with the power of pointing under each word to read what it actually says.
Session 2	<i>Super Readers Use Pointer Power to Check Their Reading, Making Sure What They Say Matches What They See</i> : In this session, you'll review with children that the number of words they read should match the number of times they point.
Session 3	<i>Readers Don't Let Longer Words Slow Them Down: Every Word Gets One Tap</i> : In this session, you'll review with children that both short and long words get one tap.

Bend 2: Taking on Even the Hardest Words

Session 4	<i>Super Readers Put Powers Together</i> : In this session, you'll teach children to use pictures to help them predict and read unfamiliar words in nonfiction texts.
Session 5	<i>Super Readers Make the First Sound in the Word to Help Them Read the Word</i> : In this session, you'll teach readers to look at the first letter and say the first sound to help them predict and read an unfamiliar word.
Session 6	<i>Super Readers Don't Give Up!</i> : In this session, you'll teach children that readers try one thing and then another when they are stuck.

Bend 3: Becoming An Expert

Session 7	<i>Readers Read Informational Texts to Learn About People, Places, or Things</i> : In this session, teach children that readers read nonfiction to learn about things.
Session 8	<i>Readers Identify What a Book Is About</i> : In this session, teach children that readers can identify the main idea of an informational text.
Session 9	<i>Readers Ask Questions as they Read Nonfiction</i> : In this session, teach children that readers ask questions and read more to learn about topics.

Session 10	<i>Readers Use All the Features in a Book to Help Them Learn About a Topic:</i> In this session, teach children that readers use the special nonfiction text features to help them read and understand more about the topic.
Session 11	<i>Super Readers Talk About Books:</i> In this session, you'll review with the children that readers not only read books; they talk about them, too.
Session 12	<i>Readers Retell Books After They Read Them:</i> In this session, teach children that readers retell books to show what they know and what they have learned.
Session 13	<i>Celebration: The Gift of Reading:</i> In this session, you'll teach children that readers share their gift of reading by reading to others.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

- <https://docs.google.com/document/d/1v5NF2k0cQoqhlKcSPRxcgvj7AUejTkr0Dnz2J92-9qe4/edit?usp=sharing>

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 and 9.2 are appropriate for this unit.

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<https://www.state.nj.us/education/aps/cccs/career/>

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

- Students will build relationships with their teacher and classmates based on goal setting and partner work.
- Students will have a classroom community of readers with expectations and goals.
- Students will build confidence in their reading by being able to select books, read independently, and being able to read for a longer amount of time.

Additional Activities:

- Mindful moments
- Yoga and/or brain breaks
- Responsive classroom activities
- Morning meeting
- <https://www.centervention.com/social-emotional-learning-activities/>
- <https://www.education.com/lesson-plans/social-emotional-learning/>

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Law:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.

- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems. Moreover, we are committed to ensuring that there is diversity, equity, and inclusion in all aspects of the Berkeley Heights Public Schools. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

RESOURCES

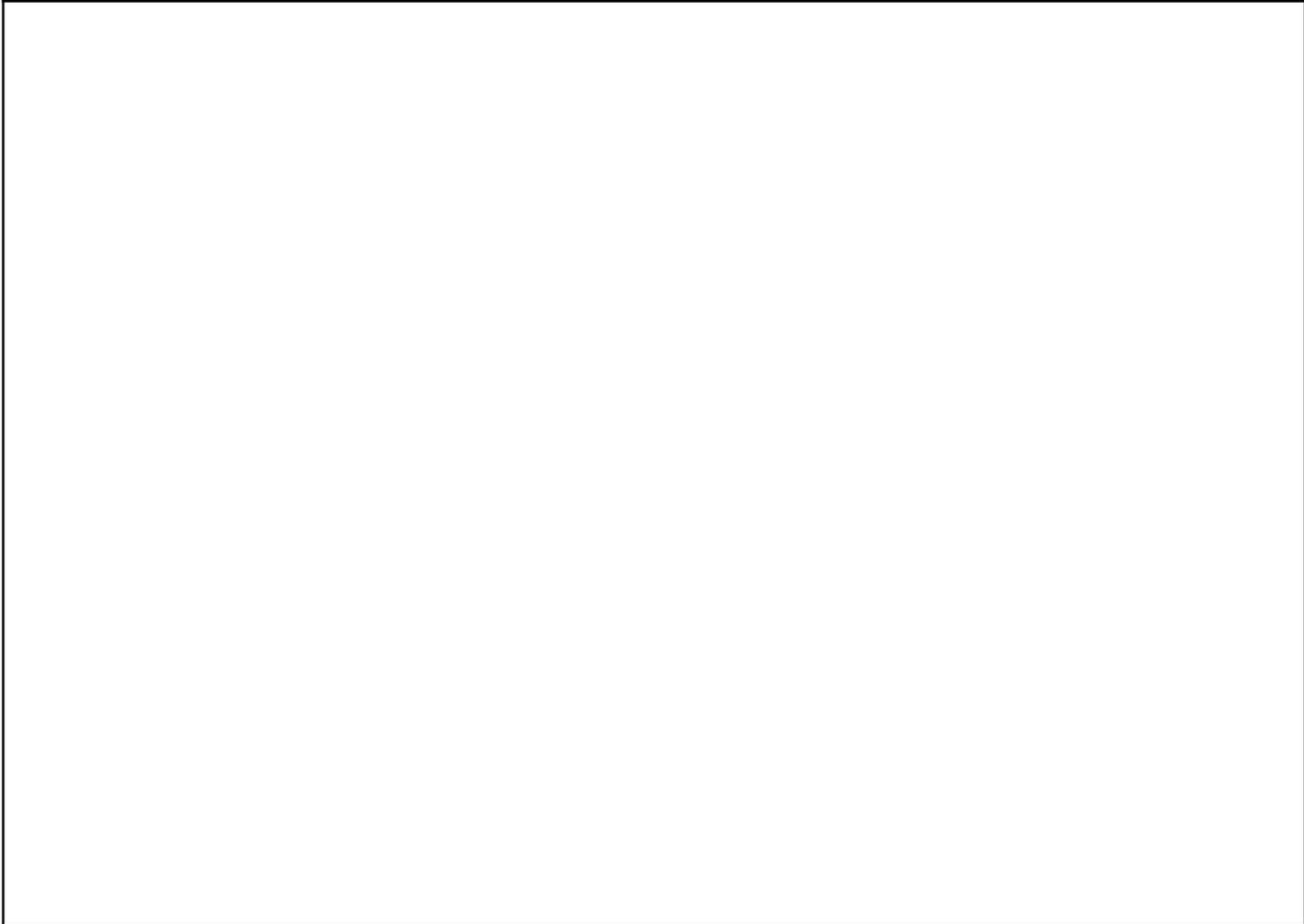
CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *Super Powers: Reading with Print Strategies and Sight Word Power* by Lucy Calkins, Amanda Hartman & Elizabeth Franco
- Mini-lesson texts
- Read Aloud and Shared Reading texts including:
Appropriate titles for K nonfiction Read Alouds
- www.heinemann.com - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

PROFESSIONAL RESOURCES

- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- "From Phonics to Fluency" by Tim Rasinski - Teacher resources can be found here:
http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf
- Reader's Theater Scripts - <https://www.readinga-z.com/fluency/readers-theater-scripts/>
- [Teachers College Reading and Writing Project](http://www.readingandwritingproject.org/)
- www.jenniferserravallo.com/blog
- [Teaching Reading - Resource Topics](#)
- [Sight Words: Teach Your Child to Read](#)
- [Read Write Think: Homepage](#)

TEACHER NOTES



UNIT TITLE			
Super Powers: Reading with Print Strategies and Sight Word Power			
CONTENT AREA:			
Reading	GRADE LEVEL:		K
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT			
Unit 3 - March - mid April - Approximately 4 weeks			
UNIT FOCUS - SUMMARY OF UNIT			

In Unit 3, *Bigger Books, Bigger Reading Muscles*, students move from rereading familiar texts to reading more difficult books with greater independence. Many readers will move from A/B books to C/D books. Children are exposed to A/B books for approximately two to six weeks with the emphasis on mastering one to one correspondence. Students reading A/B books have also learned to rely on meaning (including using picture clues) and syntax (rhythm of the book). Independent accuracy and mastering sound/symbol relationships is not expected at the A/B level. As the students move into C/D books they will learn how to integrate multiple sources of information (visual, meaning, semantic). C/D readers will continue to use letter-sound relationships at the beginning and ending of words, learn high frequency words and begin reading two-word chunks with fluency. Students will continue working on predicting, accountable talking and understanding that reading is thinking during this unit.

During this time of the year, kindergartners are tackling books that are more complex and contain challenges. In bend one students will continue to monitor for meaning and structure so they can self-correct. Pattern power, the work of determining patterns and using those patterns to read, is critical with C/D readers. Sound patterns will be the focus during the second bend of the unit. C/D readers are expected to use multiple strategies when reading including, strengthening their sound power (beginning sounds, ending sounds, blend and digraphs) and continuing to grow their sight word vocabulary. In the third bend, the students will focus on combining all of the reading strategies they have learned to tackle new challenges in their books.

As teachers assess their students during this unit, running records should continue to be used to plan for instruction. Other assessments include conferring notes, phonemic awareness, letters and sounds and high-frequency words.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency and sight words with automaticity.

D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

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

A. Read emergent-readers with purpose and understanding.

B. Read grade level text for purpose and understanding.

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.
- RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Speaking & Listening Standards:

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper- and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize the first word in a sentence and the pronoun I.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Writing Standards:

- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to sit and actively listen for short periods of time.
- Students should be able to reread their favorite books.
- Students should be able to retell their favorite stories.
- Students should be able to understand concepts of print.
- Students should view themselves as readers.
- Students should be able to care for books.

- Students should be able to take turns when doing partner work.
- Students should be able to talk about a specific topic.

ENDURING UNDERSTANDINGS:

- Reading workshop is a fun and safe place to explore books, read, and share.
- Through a variety of reading experiences, readers develop awareness that print tells a story or provides information.
- By rereading favorite stories, readers realize they are readers.
- Through flexible integration of the three cueing systems (visual, meaning, syntax), readers are able to read and comprehend text.
- Readers can retell what happened in the story.

ESSENTIAL QUESTIONS:

- Why do we read?
- What strategies can I use to help me read and understand a text?
- How do readers share what they have read?
- How can I practice my reading to make my voice sound more like a reader?
- How can I share my reading with others?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

Readers will know how to...

- Use concepts of print to aid with reading books
- Begin to use concepts about print knowledge
- Demonstrate understanding of one to one correspondence with print
- Read commonly read words with automaticity (snap words)
- Use picture clues
- Use a variety of reading strategies (meaning, visual and syntax) to figure out unknown words
- Read stories
- Monitor own reading
- Begin reading with fluency
- Begin reading with expression
- Reread
- Share the gift of reading by reading or retelling to others
- Read from cover to cover
- Think about books
- Read with a partner
- Use speaking and listening skills when doing partner work

STUDENTS WILL BE ABLE TO:

- Recognize the relationship between spoken word and print.
- Demonstrate that text is read left-to-right, top-to-bottom (directionality).
- Distinguish between letters and words and sentences.
- Recognize that words in text are separated by spaces.
- Count, pronounce, blend, and segment syllables in spoken words.

- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read high-frequency and sight words with automaticity.
- Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
- Demonstrate one-to-one correspondence when reading.
- Use picture clues productively to aid understanding of story content and identify unfamiliar words. (meaning)
- Use sound-letter associations to help identify words. (visual)
- Use the structure of language to identify words and create meaning. (syntax)
- Ask and answer questions about unknown words in a text.
- Employ a variety of strategies (i.e. context clues, word within word, beginning sound, etc.).
- Monitor and self-correct to ensure reading makes sense.
- Use punctuation to determine pacing and intonation.
- Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- Retell familiar stories including key details.
- Ask and answer questions about unknown words in a text.
- Actively engage in group reading activities.
- Ask and answer questions about key details outlined in the text with prompting and support.
- Use strategies before, during, and after reading to enhance comprehension of texts.
- Identify front cover, back cover, title page to understand the main topic.
- Participate in shared, guided, partner and read aloud reading experiences.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) when speaking.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Fountas and Pinnell Assessment (for students who are reading at a C/D and above)
- Teacher created performance assessment

- Reader’s notebook/writing about reading

SUMMATIVE ASSESSMENTS (All summative assessments listed are required)

- Anecdotal notes
- Sight word assessment
- Marie Clay Concepts of Print Assessment
- Letter/Sound assessment
- Kindergarten Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student’s oral reading
- TC Running Records - All levels
- Assessing Phonological Awareness
- Developmental Reading Assessments (DRA or DRA2+)
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson, but not necessarily one day.

Read Aloud	<i>Dragonflies!</i> by Margaret Hall (Trade Book Pack) <i>Mouse Has Fun</i> by Phyllis Root (Trade Book Pack) <i>Can You See the Eggs?</i> by Jenny Giles (Trade Book Pack) <i>Wake Up, Dad!</i> by Beverly Randell (Trade Book Pack) <i>Pete the Cat and His Four Groovy Buttons</i> by Eric Litwin <i>Oh, the Places You’ll Go!</i> by Dr. Seuss <i>Ethan’s Cat</i> by Joanna Hurwitz
Shared Reading	<i>My Bug Box</i> (Pat Blanchard and Joanne Suhr) A familiar song, poem, or chant, such as “Hickory Dickory Dock”

Bend 1: Tackling More Challenging Books

Session 1	Tackling More Challenging Books: In this session, you'll teach children that they'll need to draw on all they know (and more) to tackle the reading challenges ahead.
Session 2	Readers Use Patterns to Help Them Read Almost Every Page: In this session, you'll teach children that figuring out the pattern can help them read their books.
Session 3	Readers Figure Out Challenging Words in the Pattern: In this session, you'll teach children that they can use the picture and the first letter to solve unknown words.
Session 4	Readers Use All of Their Super Powers to Read Pattern Breaks in Books: In this session, you'll teach children to expect pattern breaks in their books and to use all of their strategies to read those parts.
Session 5	Readers Check Their Reading: In this session, you'll teach children that even after they think they have solved the words, their reading work is not finished. You will show them that readers monitor for meaning and structure, and if their reading doesn't make sense or sound right, they must fix up.
Session 6	Readers Use the Pattern and the Ending to Understand Their Books: In this session, you'll teach children that they don't just use the pattern to help them read the words; they also use the pattern and ending to better understand their books.

Bend 2: Zooming In on Letters and Words

Session 7	Readers Use Their Letter-Sound Knowledge to Help Them Read the Words on the Page: In this session, you'll teach children that one of their biggest sources of power is their letter-sound knowledge.
Session 8	Readers Use Their Letter-Sound Knowledge to Help Them Read Unknown Words: In this session, you'll teach children that they can use their letter-sound knowledge to solve unknown words.
Session 9	Readers Can Notice Consonant Clusters to Help Solve Unknown Words: In this session, you'll teach children that as books get more challenging, they will have to move from looking at just the initial consonant in a word to looking at the first two or three consonants.
Session 10	Readers Look to the Ends of Words as They Read: In this session, you'll teach children to solve words by first looking at the beginning parts of words and then moving their eyes toward the ends of the word.
Session 11	Readers Preview a Page and Locate Known Words Before Reading: In this session, you'll teach children that they can locate known words and read these words in a snap.

Session 12	Readers Check Their Reading : In this session, you'll teach children that even after they think they have solved words, their reading work is not finished. You will show the class that readers monitor for meaning, structure, and visual information. If their reading doesn't make sense, sound right, or look right, they must fix it up.
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Bend 3: Graduation: Becoming Stronger Readers

Session 13	As Books Become Harder, Readers Need New Kinds of Picture Power: In this session, you'll teach children that they can graduate to new powers. These books will put new demands in them, including the need to use picture power differently.
Session 14	Supporting Readers Who Are Moving from Pattern Books to Stories, and Bolstering Partnerships: In this session, you'll teach children that some of their books might be less patterned. This means they need to rely even more on searching for meaning and on their knowledge of high-frequency words.
Session 15	Readers Can Read Snap Words with Inflected Endings: In this session, you'll teach children that they can read familiar high frequency words no matter what- even when they have inflected endings.
Session 16	Readers Use All They Know about Stories to Make Predictions: In this session, you'll teach children that knowing how stories go can help them read and think about what might happen next.
Session 17	Readers Need Extra-Strength Reread Power to Bring Their Books to Life: In this session, you could teach readers to think about what is happening in the story to help improve their fluency and make their books come to life.
Session 18	Readers Need Extra-Strength Book Talk Power: In this session, you'll teach new ways they can think and talk about their books. Since their books and powers have grown and changed, so too does the way they should talk about books.
Session 19	Celebration: Readers Use All of Their Powers to Read New Books: In this session, you could lead your class in a celebration of all the work they have done to become stronger readers, teaching them to orchestrate all of their strategies when they read harder books.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

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Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 and 9.2 are appropriate for this unit.

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<https://www.state.nj.us/education/aps/cccs/career/>

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

- Students will build relationships with their teacher and classmates based on goal setting and partner work.
- Students will have a classroom community of readers with expectations and goals.
- Students will build confidence in their reading by being able to select books, read independently, and being able to read for a longer amount of time.

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- **Technology Standards**

New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

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GLOBAL THINKING:

- **LGBTQIA+ and Disability Law:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
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 - Class books
 - Shared poems
- Read Aloud and Shared Reading texts including:

Dragonflies! (Margaret Hall)

My Bug Box (Pat Blanchard and Joanne Suhr)

A familiar song, poem, or chant, such as “Hickory Dickory Dock”

Additional appropriate titles for K Read Alouds

- Trade Pack:

Mouse Has Fun (Phyllis Root)

Can You See the Eggs? (Jenny Giles)

Wake Up, Dad! (Beverley Randell)

Pete the Cat and His Four Groovy Buttons (Eric Litwin)

Oh, the Places You’ll Go! (Dr. Seuss)

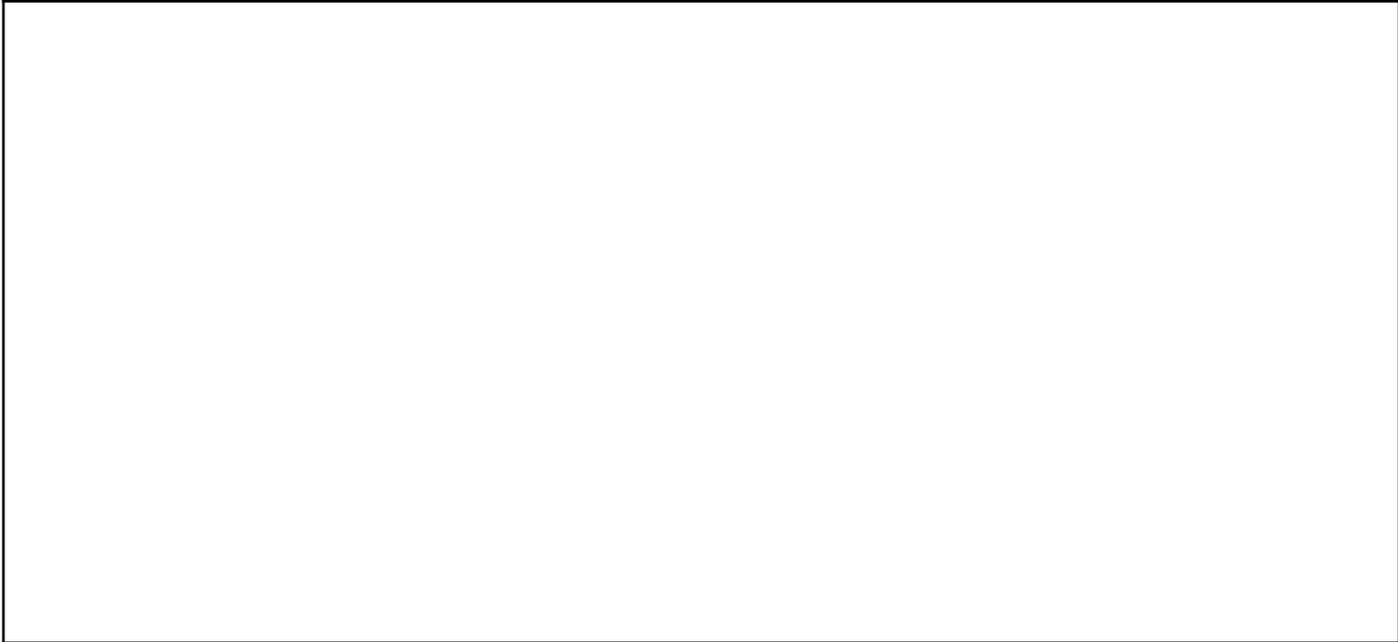
Ethan’s Cat (Joanna Hurwitz)

- www.heinemann.com - “My Online Resources”
- <https://readingandwritingproject.org/> - Create or use your login for access to the “Resource Center” which includes assessments, curriculum calendars, test prep units, videos and PD.
- [Emergent Storybook Reading Conference Sheet](#)
- Class name chart
- Gathering Song
- Class Word Wall
- Popsicle sticks or other kinds of pointers
- Word games
- Reading mat for each child
- Word rings for each reader that contain differentiated sight words

PROFESSIONAL RESOURCES

- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- “From Phonics to Fluency” by Tim Rasinski - Teacher resources can be found here:
http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf
- Reader’s Theater Scripts - <https://www.readinga-z.com/fluency/readers-theater-scripts/>

TEACHER NOTES



UNIT TITLE			
Super Powers: Reading with Print Strategies and Sight Word Power			
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT			
Unit 4 - Mid April - May - Approximately 30 instructional days			
UNIT FOCUS - SUMMARY OF UNIT			
<p>This unit builds on the first three units, and in particular, it reinforces Unit 1. No longer are students just readers - they are avid readers! This unit sets up the children to become less reliant on the teacher, encouraging them to apply their strategies across multiple genres and in various settings. This unit focuses on shoring up strategies to make certain that what the children have learned has been internalized and is applied with automaticity. The teacher will need to decide where their students need additional practice to make sure the learning is secure and transferable. This unit will continue to immerse the children in</p>			

books, poetry and songs, but children will now be encouraged to take more responsibility in making decisions about what and how to read.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
 - A. Read emergent-readers with purpose and understanding.
 - B. Read grade level text for purpose and understanding.
- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

- RI.K.10 Actively engage in group reading activities with purpose and understanding.
- RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Speaking & Listening Standards:

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper- and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize the first word in a sentence and the pronoun I.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

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

Writing Standards:

- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to sit and actively listen for longer periods of time.
- Students should be able to reread their favorite books.
- Students should view themselves as readers.
- Students should be able to care for books.
- Students should be able to take turns when doing partner work.
- Students should be able to talk about a specific topic.
- Students should begin to read sight words with automaticity, and begin to apply decoding strategies.

ENDURING UNDERSTANDINGS:

- Reading workshop is a fun and safe place to explore books, read, and share.
- Through a variety of reading experiences, readers develop awareness that print tells a story or provides information.
- By rereading favorite stories, readers realize they are readers.
- Through flexible integration of the three cueing systems (visual, meaning, syntax), readers are able to read and comprehend text.
- Readers can retell what happened in the story.

ESSENTIAL QUESTIONS:

- Why do we read?
- What strategies can I use to help me read and understand a text?
- How do readers share what they have read?
- How can I practice my reading to make my voice sound more like a reader?
- How can I share my reading with others?
- How can I work with my reading partner to talk and think about books?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

Readers will know how to...

- Use concepts about print knowledge
- Demonstrate understanding of one to one correspondence with print
- Read commonly read words with automaticity (snap words)

- Use picture clues
- Use a variety of reading strategies (meaning, visual and syntax) to figure out unknown words
- Read stories
- Monitor own reading and set goals
- Read more confidently with fluency, accuracy and expression
- Use punctuation clues
- Reread
- Read from cover to cover
- Think about books
- Read with a partner
- Use speaking and listening skills when doing partner work
- Begin to apply reading strategies independently

STUDENTS WILL BE ABLE TO:

- Recognize the relationship between spoken word and print.
- Demonstrate that text is read left-to-right, top-to-bottom (directionality).
- Distinguish between letters and words and sentences.
- Recognize that words in text are separated by spaces.
- Count, pronounce, blend, and segment syllables in spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read high-frequency and sight words with automaticity.
- Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
- Demonstrate one-to-one correspondence when reading.
- Use picture clues productively to aid understanding of story content and identify unfamiliar words. (meaning)
- Use sound-letter associations to help identify words. (visual)
- Use the structure of language to identify words and create meaning. (syntax)
- Ask and answer questions about unknown words in a text.
- Employ a variety of strategies (i.e. context clues, word within word, beginning sound, etc.).
- Monitor and self-correct to ensure reading makes sense.
- Use punctuation to determine pacing and intonation.
- Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- Retell familiar stories including key details.
- Ask and answer questions about unknown words in a text.
- Actively engage in group reading activities.
- Ask and answer questions about key details outlined in the text with prompting and support.

- Use strategies before, during, and after reading to enhance comprehension of texts.
- Identify front cover, back cover, title page to understand the main topic.
- Participate in shared, guided, partner and read aloud reading experiences.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) when speaking.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Fountas and Pinnell Assessment (for students who are reading at a C/D and above)
- Teacher created performance assessment
- Reader's notebook/writing about reading

SUMMATIVE ASSESSMENTS (All summative assessments listed are required)

- Anecdotal notes
- Sight word assessment
- Marie Clay Concepts of Print Assessment
- Letter/Sound assessment
- Kindergarten Required Reading Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- TC Running Records - All levels
- Assessing Phonological Awareness
- Developmental Reading Assessments (DRA or DRA2+)
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson, but not necessarily one day.

Read Aloud	<i>Dragonflies!</i> by Margaret Hall (Trade Book Pack) <i>The Carrot Seed</i> by Ruth Krauss (Trade Book Pack) <i>The Three Billy Goats Gruff</i> by Paul Galdone (Trade Book Pack) <i>Honey Bees</i> by Martha E.H. Rustad (Trade Book Pack) <i>Mouse Has Fun</i> Brand New Readers 4-pack by Phyllis Root (Trade Book Pack)
Shared Reading	<i>My Bug Box</i> (Pat Blanchard and Joanne Suhr) A familiar song, poem, or chant, such as “Hickory Dickory Dock”

Bend 1: Becoming an Avid Reader

Session 1	<i>What is an Avid Reader?:</i> In this session, you’ll invite kids to become avid readers and help them understand what that means.
Session 2	<i>Reacting to Books:</i> In this session, you’ll teach children that avid readers react to books, and they often find ways to share those reactions with others.
Session 3	<i>Capturing Thinking about Books:</i> In this session, you’ll teach children that readers record their thinking about books so they can remember it later when talking with their partners.
Session 4	<i>Avid Readers Reach for Just-Right Words to Describe Feelings:</i> In this session, you’ll respond to children’s overuse of <i>happy</i> and <i>sad</i> to describe feelings and show them how more precise words can pinpoint feelings more clearly.
Session 5	<i>Avid Readers Reflect and Set Goals for Themselves:</i> In this session, you could remind children that avid readers also always use extra-strength superpowers to read more and more. Ask them to consider which superpowers they have mastered, and which ones might make them even more powerful. They can then develop their own superpowers charts, customized to their individual strengths and needs.
Session 6	<i>Avid Readers Make Playdates:</i> In this session, you’ll invite children to invent fun things to do with their books. They will begin to have reading playdates.
Session 7	<i>Playing Pretend:</i> In this session, you’ll teach children that reading is a lot like pretending; avid readers act out a story in their minds each time they read.
Session 8	<i>Close Reading and Book-based Pretending:</i> In this session, you’ll teach children to pay

close attention to what the story says, so they can act it out the way the author wants it to be acted.

Bend 2: Learning from All-About Books

Session 9	Thinking about and Reacting to Nonfiction Texts: In this session, you'll invite children to conduct an inquiry to determine the kinds of thinking and reacting that nonfiction movie viewers do and consider whether this is also true for nonfiction readers.
Session 10	Talking Like an Expert: In this session, you'll teach children that nonfiction readers use fancy words that go with the topic they are studying to explain what they have learned to other people.
Session 11	Nonfiction Reading Playdates: In this session, you could let kids know that some of them are suggesting having nonfiction reading playdates. You'll say, "Why not?" and invite kids to collaborate to imagine how those might go.
Session 12	Falling in Love with Topics: In this session, you'll introduce topic-based reading clubs by setting children up to discover a topic of interest and then search for other books that might focus on that topic.
Session 13	Avid Nonfiction Readers Notice Similarities and Differences in Books: In this session, you'll help readers learn to compare information by noticing what is similar and what is different in two or more books on the same topic.
Session 14	Avid Nonfiction Readers Pretend: In this session, you'll teach children that nonfiction readers pretend and act out parts of the text, just like they did with fiction stories.

Bend 3: Falling in Love with Poetry

Session 15	Reading for Meaning and Rhythm and Fun: In this session, you'll teach children that reading poems is a lot like reading songs. To get the rhythm and feeling of a poem just right, it helps to read it again and again.
Session 16	Readers Bring Out a Poem's Meaning and Feeling: In this session, you'll teach students that to print out a poem's meaning, readers can think about the feeling of the poem, and then use that to figure out how to read it well.
Session 17	Becoming a Copycat Poet: In this session, you'll show children how to play around with the rhyme and the rhythm of favorite poems and create new poems with similar sound patterns, which can help them better understand how poems work.
Session 18	Avid Readers' Poetry Extravaganza: In this session, you could invite kids to do some

preparation for the grand finale celebration, including writing poems, illustrating favorite poems, and rereading poems in their best voices while performing with movements.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

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 - Ethan’s Cat* (Joanna Hurwitz)
- www.heinemann.com - “My Online Resources”
- <https://readingandwritingproject.org/> - Create or use your login for access to the “Resource Center” which includes assessments, curriculum calendars, test prep units, videos and PD.
- [Emergent Storybook Reading Conference Sheet](#)
- Class name chart
- Gathering Song
- Class Word Wall
- Reading mat for each child
- Word rings for each reader that contain differentiated sight words

PROFESSIONAL RESOURCES

- *The Continuum of Literacy Learning Grades Pre-K - 2* by, Pinnell and Fountas
- *The Next Step Forward in Word Study and Phonics* by, Richardson and Dufresne
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- “From Phonics to Fluency” by Tim Rasinski - Teacher resources can be found here:
http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf
- Reader’s Theater Scripts - <https://www.readinga-z.com/fluency/readers-theater-scripts/>



UNIT TITLE			
Skills and Strategies to Help Me Unlock New Words			
CONTENT AREA:			
Reading		GRADE LEVEL:	
		K	
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT			
Unit 5 - Ongoing throughout the year			
UNIT FOCUS - SUMMARY OF UNIT			
<p>This unit is a comprehensive unit which should be ongoing and taught throughout the year. Students will be immersed in phonemic and phonological awareness activities. Phonemic awareness, which is the awareness that speech consists of a sequence of sounds, should be a priority in early reading instruction. It should provide students with "linguistic stimulation in the form of storytelling/nursery rhymes, poems, word games, rhymes, and riddles. Instruction should move from rhyming words to smaller units of sound, and finally to individual phonemes. Once phonemes can be identified, students should then begin to "manipulate the phonemes." For example, CAT has three phonemes. What if I take away the "c" sound and add an "m" at the beginning of the word? What new word did I make? For the most part, phonemic and phonological awareness instruction should be done orally.</p> <p>Phonological awareness and phonics are not the same, but are mutually dependent. Phonics instruction connects the sounds of language (phonemes) to the written symbols (graphemes) that represent them. Phonics instruction is commonly understood as sound-symbol relationship. Phonics instruction should also be ongoing throughout the year.</p>			

Finally, students will also be introduced to sight words, words that are not phonetically based and are instructed through various modalities that support memorization and automaticity. Through the study of these words, students will also begin to learn the meaning of new words.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - A. Recognize and produce rhyming words.
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - C. Read high-frequency and sight words with automaticity.
 - D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
 - A. Read emergent-readers with purpose and understanding.
 - B. Read grade level text for purpose and understanding.

Speaking & Listening Standards:

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

- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper- and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - F. Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize the first word in a sentence and the pronoun I.
 - B. Recognize and name end punctuation.
 - C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Writing Standards:

- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should be able to sit and actively listen for longer periods of time.
- Students should be able to reread their favorite books.
- Students should view themselves as readers.

- Students should be able to care for books.
- Students should be able to take turns when doing partner work.
- Students should be able to talk about a specific topic.
- Students should begin to read sight words with automaticity, and begin to apply decoding strategies.

ENDURING UNDERSTANDINGS:

- Readers must use a variety of strategies to help unlock new words.
- Some words cannot be “sounded out,” so I must read those words automatically.
- I can use all of my senses to help me learn new words.

ESSENTIAL QUESTIONS:

- Why do we read?
- What strategies can I use to help me read and understand a text?
- How do I use red words/sight words to help me read?
- When working on new words, I should ask myself:
 - How does the word look?
 - How does it sound?
 - What letters do I notice in the word?
 - How does it “feel” when I say the word? What are my lips, teeth, tongue and jaw doing when I say the word?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

Readers will know how to...

- Use concepts about print knowledge
- Demonstrate understanding of one to one correspondence with print
- Read commonly read words with automaticity (snap words)
- Use picture clues
- Use a variety of reading strategies (meaning, visual and syntax) to figure out unknown words
- Read stories
- Monitor own reading and set goals
- Read more confidently with fluency, accuracy and expression
- Use punctuation clues
- Reread
- Read from cover to cover
- Think about books
- Read with a partner
- Use speaking and listening skills when doing partner work
- Begin to apply reading strategies independently

STUDENTS WILL BE ABLE TO:

- Recognize the relationship between spoken word and print.
- Demonstrate that text is read left-to-right, top-to-bottom (directionality).
- Distinguish between letters and words and sentences.
- Recognize that words in text are separated by spaces.
- Count, pronounce, blend, and segment syllables in spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read high-frequency and sight words with automaticity.
- Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
- Demonstrate one-to-one correspondence when reading.
- Use picture clues productively to aid understanding of story content and identify unfamiliar words. (meaning)
- Use sound-letter associations to help identify words. (visual)
- Use the structure of language to identify words and create meaning. (syntax)
- Ask and answer questions about unknown words in a text.
- Employ a variety of strategies (i.e. context clues, word within word, beginning sound, etc.).
- Monitor and self-correct to ensure reading makes sense.
- Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- Actively engage in group reading activities.
- Participate in shared, guided, partner and read aloud reading experiences.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Fountas and Pinnell Assessment (for students who are reading at a C/D and above)
- Teacher created performance assessment

SUMMATIVE ASSESSMENTS (All summative assessments listed are required)

- Anecdotal notes
- Sight word assessment
- Marie Clay Concepts of Print Assessment
- Letter/Sound assessment

- Kindergarten Required Reading Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student’s oral reading
- TC Running Records - All levels
- Assessing Phonological Awareness
- Developmental Reading Assessments (DRA or DRA2+)
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Phonological Awareness Skill Sequence - Use this resource to teach phonological awareness.

Kindergarten High Frequency and Red (Sight) Words

Month	High Frequency Words	Red Words* (Sight Words)
Sept. - Oct.	NA	NA
Nov. - Dec.	<ul style="list-style-type: none"> ● I ● see ● a ● my 	<ul style="list-style-type: none"> ● the ● like
Jan. - Feb.	<ul style="list-style-type: none"> ● go ● he ● am 	<ul style="list-style-type: none"> ● you ● to ● is
March - Apr.	<ul style="list-style-type: none"> ● we ● in ● on ● for 	<ul style="list-style-type: none"> ● said ● are ● from ● have ● put ● your
May - June	<ul style="list-style-type: none"> ● play 	<ul style="list-style-type: none"> ● here

	<ul style="list-style-type: none"> • she • at 	<ul style="list-style-type: none"> • they • of • what • was
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*Red words are non-phonetic words that should be taught/read by sight.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing, Social Studies, Science, and Technology standards

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather’s Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly’s Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther’s Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to

engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 and 9.2 are appropriate for this unit.

- The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

<https://www.state.nj.us/education/aps/cccs/career/>

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

- Students will build relationships with their teacher and classmates based on goal setting and partner work.
- Students will have a classroom community of readers with expectations and goals.
- Students will build confidence in their reading by being able to select books, read independently, and being able to read for a longer amount of time.

Additional Activities:

- Mindful moments

- Yoga and/or brain breaks
- Responsive classroom activities
- Morning meeting
- <https://www.centervention.com/social-emotional-learning-activities/>
- <https://www.education.com/lesson-plans/social-emotional-learning/>

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Law:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems. Moreover, we are committed to ensuring that there is diversity, equity, and inclusion in all aspects of the Berkeley Heights Public

Schools. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *Bigger Books, Bigger Reading Muscles* by Lucy Calkins, Katie M. Wears, Rebecca Cronin, and Angela Baez
- Columbia Teachers College Pacing Guide
- Mini-lesson texts including:
 - Familiar nursery rhymes
 - Familiar songs
 - Class books
 - Shared poems
- www.heinemann.com - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.
- [Emergent Storybook Reading Conference Sheet](#)
- Class name chart
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http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf
- Reader's Theater Scripts - <https://www.readinga-z.com/fluency/readers-theater-scripts/>
- <https://www.readwritethink.org/grades/k>

TEACHER NOTES



English Language Arts Course Overview

The focus of the English Language Arts (ELA) curriculum is to provide students with the ability to effectively communicate their ideas through reading, writing, speaking, listening, and technology literacy. Our program is based on the balanced/structured literacy model and includes reading workshop, writing workshop, word study, and integrated technology literacy instruction.

In reading, our program encompasses a wide selection of fiction and nonfiction texts. Reading instruction includes phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension lessons. Teachers accommodate students' varying needs through their use of individual conferences, guided reading, shared reading, interactive read alouds, and small strategy groups.

Writing Workshop is a methodology allowing teachers to accommodate students' needs by tailoring their instruction through shared writing, guided writing, individual writing conferences and small strategy groups. Students use the writing strategies presented in the Berkeley Heights units to compose narrative, explanatory and opinion pieces. Students also use the writing process to construct meaning. The teaching of grammar and mechanics is integrated with the teaching of writing.

In grades K-2, literacy centers are also an important part of the ELA block. Center based teaching and learning is a curriculum approach that is developmentally appropriate, incorporates active learning, and includes evidence-based teaching strategies in the areas of language/literacy learning.

Word study is an important part of the balanced/structured literacy program. The general term "word study" encompasses three parts, that is, spelling, phonics, and vocabulary instruction. Students learn how to identify and sort text features according to their developmental level. Our word study program is differentiated as students are pre-assessed to determine where they fall on the word study continuum and receive instruction based on their needs.

Handwriting is a part of our ELA program, and students are taught to form printed letters in the early grades, and script in the later elementary grades. Handwriting is linked to basic reading and spelling achievement. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas.

Assessments are an important part of the instructional program. Teachers use the Fountas and Pinnell Benchmark Assessment, Dibels, and running records to determine the reading level of students and also to monitor progress. Teachers assess writing using pre and post assessments as well as with the many writing products they compose throughout the year. Spelling inventories and weekly tests are used to monitor student progress with word study.

Standards

Berkeley Heights Public Schools' curricula meets all New Jersey Student Learning Standards (NJSLs).

Best Practices in Reading Instruction

Reading instruction is intended to be a major part of a balanced/structured literacy program. Reading instruction must include five main pillars: phonemic/phonological awareness, phonics, fluency, vocabulary, and comprehension. (National Reading Panel.) The first four pillars are foundations, all leading to the ultimate goal of reading, that is, comprehension and a lifelong love of reading.

Reading Workshop Overview

A reading workshop approach to instruction recognizes that "one size does NOT fit all." When you walk into a workshop classroom at any given moment, you'll see instruction that is designed to:

- address each child's individual learning
- teach strategies students will use on a regular basis
- support small-group work and conferring, with multiple opportunities for personalizing instruction
- tap into the power of welcoming, learning community
- facilitate partnerships, encourage collaboration and accountable talk
- help students to be actively engaged so that teachers are able to coach individuals and lead small groups.
- build self-reflection and goal-setting
- provide choice and assessment-based learning into the very design of the curriculum

Components of Reading Workshop in a Balanced/Structured Literacy Classroom

Shared Reading/Interactive Read Aloud (with accountable talk):

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work

done in the workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher choices and student preference. Accountable talk and interaction between teacher and students, and among the students themselves is an important part of the read aloud and shared reading blocks.

Minilessons and Independent Work Time:

The reading workshop opens with a mini lesson. After approximately ten minutes, students turn to their ongoing reading work. Every reader has work to do, and that work grows out of assessments, coaching, mini lessons, and goals.

Small Group Differentiated Instruction and Conferences:

As students are engaged in independent reading workshop time, teachers will spend time teaching into each student's zone of proximal development, addressing the needs and goals of each child. This should be done by way of conferences, strategy groups, or through guided reading groups.

Mid-workshop Teaching:

This is an optional part of the workshop, and can be used to highlight a student or reiterate the teaching point. In the earlier grades, it is a great time to redirect, and remind students of the goal/objective/teaching point for the day.

Partnerships and Book Clubs:

Depending on the unit, there are times when students will work with their ability-based partners, and other times when students will work in groups of 3-4 to form a book club. Partner/Book Club time is designed to have students:

- Create a plan
- Talk together
- Look at each other and listen to each other
- Help each other/collaborate

Share:

The workshop ends with a small amount of time for readers to collaborate and share their thinking/learning. This sharing can take place with partners, in book clubs, or as a whole group.

Word Study:

Word Study is part of the literacy block, and should provide time for the teaching of phonological/phonemic awareness, phonics, spelling, and vocabulary.

Fluency Instruction:

Reading fluency is the ability to read accurately, smoothly and with expression. It is part of the five pillars of reading instruction (which includes phonemic/phonological awareness, phonics, vocabulary and comprehension.) Fluent readers recognize words automatically, without struggling over decoding issues, and they sound natural while reading, as if they're speaking. Fluency is important because it's a bridge between word recognition and comprehension. Fluency instruction might include choral reading, echo reading, partner reading, repeated readings, and reader's theater.

Assessment:

Assessment must be ongoing via formative and summative assessments. A variety of assessments are used and include (but are not limited to): concepts about print, literacy continuum stages (learning progressions), letter-sound identification, phonics/decoding strategies, fluency, spelling inventory, high-frequency words, running records, conferences, small-group anecdotal notes, book logs, comprehension checks, and writing about reading.

In addition, Berkeley Heights will use universal reading assessments including Fountas and Pinnell benchmarks, LinkIt! Benchmarks, and iReady assessments.