



West Windsor-Plainsboro Regional School District
Reading
Grade Kindergarten

Grade K Reading: We Are Readers

Content Area: Language Arts

Course & Grade Level: English, Grade K

Summary and Rationale

This unit invites kindergarten students to act and feel like readers (even though their reading may not yet be conventional). Kindergarten students will learn the routines and procedures of reading workshop and start to acquire concepts of print, as well as an introduction to good reading habits. The reading workshop will be supported throughout the students' day as they participate in shared reading and interactive read alouds. These experiences will support their developing work with concepts of print, as well as provide opportunities for them to learn how to listen, how to ask and answer questions, and how to talk with others about books.

Recommended Pacing

September – October (approximately 25 days)

New Jersey Student Learning Standards

Standard RL.K Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
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.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
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.

Standard RF.K Reading: Foundational Skills

RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

Standard SL.K Speaking and Listening

SL.K.1	Participate in collaborative conversation 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.
Standard L.K Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CT.3	Use a variety of types of thinking to solve problems
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
Interdisciplinary Standards Social Studies and Math	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
MP3	Construct viable arguments and critique the reasoning of others.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> We read to think and learn about the world and ourselves. Readers actively engage with many kinds of texts with purpose and understanding, even when they don't yet know how to read the words. Readers communicate with others about what they read. 	
Unit Essential Questions	
<ul style="list-style-type: none"> Why do people read? What is Readers Workshop? What work can readers do when they don't yet know how to read words? 	
Objectives	
Students will know: <ul style="list-style-type: none"> There are routines, procedures and expectations of readers during minilessons, independent reading time, small group instruction, and when the teacher is conferring with other children (or partners are conferring with each other). Readers use concepts of print to make sense of reading material. Books are meant to be shared in various ways to help us enjoy and understand our books better. 	

Students will be able to:

- Follow the routines, procedures and expectations of readers in a kindergarten reading workshop.
- Work with texts even without knowing how to read the words.
- Use concepts of print to read.
- Share thoughts and ideas about stories they have read and heard with a partner.
- With prompting and support retell a story from a book they have heard.

Evidence of Learning**Assessment**

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading (this may include sketches, Post It Notes, etc.)
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources**Suggested Resources:**

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman.

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Louis, N. (2013). *We Are Readers*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2001). *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.
<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade K Reading: Emergent Reading: Looking Closely at Familiar Texts	
Content Area: Language Arts	
Course & Grade Level: English, Grade K	
Summary and Rationale	
This unit sets the stage for student development through emergent storybook reading. Children in kindergarten typically do not read conventionally. The act of reading and rereading familiar high-interest, engaging stories assist students in growing a deeper understanding of the story, a stronger sense of the language of the text, and an increased willingness to ‘read’ the stories themselves even if they are unable to read. Rereading emergent storybooks helps to increase receptive language skills, vocabulary, concept of print knowledge, an understanding of language structures in books, and a sense for how stories tend to go.	
Recommended Pacing	
October – November (approximately 20 days)	
New Jersey Student Learning Standards	
Standard RL.K Reading: Literature	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.5	Recognize common types of texts.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
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.
Standard RF.K Reading: Foundational Skills	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
F.4	Read emergent –reader texts with purpose and understanding.
Standard SL.K Speaking and Listening	
SL.K.1	Participate in collaborative conversation 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.
PKI.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Standard L.K Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
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.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> We read to think and learn about the world and ourselves. Readers actively engage with many kinds of texts with purpose and understanding. Readers communicate with others about what they read. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do we read and understand Emergent Storybooks? Why do we read Emergent Storybooks? How do we talk about Emergent Storybooks? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Readers choose (shop for) books from the classroom library, and keep them in their own baggie/basket/container. Readers use what they know about a book and about stories in general to read and reread their books. Readers work with a partner to grow their thinking about the books they are reading. Students will be able to: <ul style="list-style-type: none"> Shop for books and keep them in their own baggie/basket/container. Use all they know about reading to ‘read’ and reread familiar stories. Talk with partners in many ways to grow their understanding of the books they are reading. 	
Evidence of Learning	
Assessment	

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading (this may include sketches, Post It Notes, etc.)
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman.

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2001). *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

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Kindergarten Reading: Super Powers: Reading with Print Strategies and Sight Word Power	
Content Area: Language Arts	
Course & Grade Level: English Grade K	
Summary and Rationale	
<p>This unit reinforces practices that are now habits within the kindergarten class: sitting quietly with books, choosing lots of books at a time, and discussing books with partners. Students also “warm up” before reading by looking at the front and the back of books they select and doing picture walks. Students will now be encouraged to transfer and integrate all that they have been learning from word study, writing workshop, and reading workshop to actually read the words in print to bring them closer to conventional reading. They are provided with highly supportive texts that have familiar themes, concepts and language patterns. Students are also encouraged to read the signs, charts, and labels around the room. They grow in confidence as readers and writers as they are supported in discovering and using their reading superpowers (reading skills).</p>	
Recommended Pacing	
December – January (approximately 20 days)	
New Jersey Student Learning Standards	
Standard RL.K Reading: Literature	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
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.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e. g., What moment in a story an illustration depicts).
RL.K.10	Actively engage in group reading activities with purpose and understanding.
Standard RF.K Reading : Foundational Skills	
RF.K. 1	Demonstrate understanding of the organization and basic features of print.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.3	Know and apply grade level phonics and word analysis skills in decoding words.
RF.K.4	Read emergent-reader texts with purpose and understanding.
Standard SL.K Speaking and Listening	
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.6	Speak audibly and express thoughts, feelings and ideas clearly.
Standard L.K Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.

New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
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.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> We read to think and learn about the world and ourselves. Reading is a meaning-making, problem-solving activity. Readers communicate with others about what they read. 	
Unit Essential Questions	
<ul style="list-style-type: none"> Why do people read? What strategies do readers have to help us read? How do partners help each other read the words and think about the stories in our books? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Readers have strategies for solving words. 	

- Readers use strategies to monitor for meaning and make corrections as they read.
- Readers search for and use all the information on a page.

With Prompting and Support Students will be able to:

- Use all the strategies they know to solve words as they read.
- Use their strategies to make sure what they're reading makes sense and if it doesn't, to go back and fix up the reading.
- Use all they know about how what words look like, how language sounds, and checking to be sure the reading make sense.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading (this may include sketches, Post It Notes, etc.)
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

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Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Calkins, L. Hartman, A., & Franco, E.D. (2013). *Super Powers: Reading with Print Strategies and Sight Word Power*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

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Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2018-20). *Curricular Calendars*.

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Kindergarten Reading: Bigger Books, Bigger Reading Muscles	
Content Area: Language Arts	
Course & Grade Level: English Grade K	
Summary and Rationale	
<p>This unit reinforces practices that are now habits within the kindergarten class: sitting quietly with books, choosing lots of books at a time, and discussing books with partners. Students also “warm up” before reading by looking at the front and the back of books they select and doing picture walks. Students will now be encouraged to transfer and integrate all that they have been learning from word study, writing workshop, and reading workshop to actually read the words in print to bring them closer to conventional reading. They are provided with highly supportive texts that have familiar themes, concepts and language patterns. Students are also encouraged to read the signs, charts, and labels around the room. They grow in confidence as readers and writers as they are supported in discovering and using their reading superpowers (reading skills).</p>	
Recommended Pacing	
January-February (approximately 30 days)	
New Jersey Student Learning Standards	
Standard RL.K Reading: Literature	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
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.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e. g., What moment in a story an illustration depicts).
RL.K.10	Actively engage in group reading activities with purpose and understanding.
Standard RF.K Reading : Foundational Skills	
RF.K. 1	Demonstrate understanding of the organization and basic features of print.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.3	Know and apply grade level phonics and word analysis skills in decoding words.
RF.K.4	Read emergent-reader texts with purpose and understanding.
Standard SL.K Speaking and Listening	
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.6	Speak audibly and express thoughts, feelings and ideas clearly.
Standard L.K Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

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.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement

9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Instructional Focus

Unit Enduring Understandings

- How do readers build stamina?
- What strategies do readers have to help them read?
- What mindsets build resiliency in the face of difficult challenges when reading?

Unit Essential Questions

- How do we transfer our knowledge of letter/sound relationships to reading?
- How do we use high frequency words we know by heart to anchor ourselves as we read?
- What are the features of print and how are they organized in a text?
- What strategies do readers have to help us read?
- How do partners help each other read the words and think about the stories in our books?

Objectives

Students will know:

- Readers use concepts of print to make sense of reading material.

- There are routines, procedures and expectations of readers during mini-lessons, during reading time, and when the teacher is conferring with other children (or partners are conferring with each other).
- Books are meant to be shared in various ways to help us enjoy and understand our books better.

With Prompting and Support Students will be able to:

- Use strategies to pay attention to print and solve words.
- Work independently within the structures and routines of reading workshop.
- Work with a partner to “play with text” and to help each other figure out the texts

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading (this may include sketches, Post It Notes, etc.)
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

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Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

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<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Kindergarten Reading: Becoming Avid Readers	
Content Area: Language Arts	
Course & Grade Level: English, Grade K	
Summary and Rationale	
This unit extends the strategies for word-solving, cross-checking, and meaning making as students confront new challenges in their reading. We want students to know that careful readers don't give up, pass over, or ignore hard parts in books. They use everything at hand to figure out the hard parts in their texts.	
Recommended Pacing	
March (approximately 20 days)	
New Jersey Student Learning Standards	
Standard RL.K Reading: Literature	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
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.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
Standard RI.K. Reading: Informational Text	
RI.K.1	With prompting and support, ask and answer questions about key details in text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
RI.K.8	With prompting and support, identify the reasons an author gives to support points in the text.
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Standard RF.K Reading : Foundational Skills	
RF.K. 1	Demonstrate understanding of the organization and basic features of print.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.3	Know and apply grade level phonics and word analysis skills in decoding words.
RF.K.4	Read emergent-reader texts with purpose and understanding.
Standard SL.K. Speaking and Listening	
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	Ask and answer questions about unknown words in a text.
SL.K.5	Recognize common types of texts.
SL.K.6	Speak audibly and express thoughts, feelings and ideas clearly.

Standard L.K. Language

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

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

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.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement

9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Instructional Focus

Unit Enduring Understandings

- Readers read and re-read many books on a variety of topics and across genres.
- Readers use all they know about letters and sounds, high frequency words, and checking for meaning to help them with the tricky parts.
- Readers know they have many strategies they can use, and try them in different ways and combinations with independence.

Unit Essential Questions

- How do readers build stamina?

- What strategies do readers have to help them read?
- What mindsets build resiliency in the face of difficult challenges when reading?

Objectives

Students will know:

- As they read, readers pause and ask themselves, “Does this make sense?”
- Readers use lots of strategies in different combinations.
- Readers make their reading sound like talking.
- Readers talk with partners to help them figure out tricky parts, and to understand their books.

Students will be able to:

- Monitor for meaning.
- Draw upon all strategies and skills they know rather than have just one go-to strategy.
- Read with increasing stamina and fluency.
- Work with partners to help each other at both the word level and with overall comprehension.

Evidence of Learning

Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading (this may include sketches, Post It Notes, etc.)
- Learning Progressions
- Student Checklists (e.g., self-assessments)

Resources

Suggested Resources:

Allington, R. (2002). *When Kids Can't Read – What Teachers Can Do*. Heinemann.

Calkins, L. (2001). *The Art of Teaching Reading*. Longman.

Calkins, L. (2015). *A Guide to the Reading Workshop: Primary Grades*. Heinemann.

Calkins, L., Martinelli, M. & Holley, C. (2015). *Becoming Avid Readers*. Heinemann.

Calkins, L. et. Al. (2015). *If...Then...Curriculum: Grades K-2*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways Grades K-2: Performance Assessments and Learning Progressions*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2011). *The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2*. Heinemann.

Pinnell, G.S. & Fountas, I. C. (2001). *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*. Heinemann.

Serravallo, J. & Goldberg, G. (2007). *Conferring With Readers: Supporting Each Student's Growth & Independence*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.
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Kindergarten Reading: Growing Expertise in Little Books (Nonfiction)

Content Area: Language Arts

Course & Grade Level: English, Grade K

Summary and Rationale

This unit encourages kindergarteners to use what they know about reading books to read and understand informational texts. As they continue to work towards conventional reading they need to apply all that they are learning to read nonfiction text. Reading informational texts also provide many opportunities to build background knowledge and vocabulary on topics of interest and provide an introduction to expository text structure.

Recommended Pacing

April-May (approximately 20 days)

New Jersey Student Learning Standards

Standard RI.K Reading: Informational Text

RI.K.1	With prompting and support, ask and answer questions about key details in 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.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in the text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.

Standard RF.K Reading: Foundational Skills

RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sound (phonemes).
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.4	Read emergent –reader texts with purpose and understanding.

Standard W.K Writing

W.K7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
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Standard SL.K Speaking and Listening

SL.K.1	Participate in collaborative conversation 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.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Standard L.K Language

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

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

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.
CRP7	Employ valid and reliable research strategies.
CRP11	Use technology to enhance productivity.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement

9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Interdisciplinary Connections

K.MD.A	Represent and interpret data.
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K.MP.2	Reason abstractly and quantitatively.	
K.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> • Readers read nonfiction differently than fiction. • Readers actively engage in many kinds of texts with purpose and understanding, • Readers choose a topic of interest and read various texts to learn about that topic. 		
Unit Essential Questions		
<ul style="list-style-type: none"> • How is nonfiction different than fiction? • What are strategies that readers can use to examine and understand nonfiction texts? • How might readers choose and learn about a topic in reading? 		
Objectives		
Students will know: <ul style="list-style-type: none"> • Readers identify the main topic and key details in their nonfiction texts. • There are differences between fiction and nonfiction texts. • Readers compare information on the same topic across texts. • Readers use all their strategies to read nonfiction texts. Students will be able to: <ul style="list-style-type: none"> • Use strategies to identify the main topic and key details. • Notice and name the differences between nonfiction and fiction texts. • Cross-check information across texts on the same topic. • Use a variety of strategies to read nonfiction texts. 		
Evidence of Learning		
Assessment		
<ul style="list-style-type: none"> • Fountas & Pinnell reading assessment, scored and analyzed • Conferring notes • Notes from informal observations • Student writing about reading (this may include sketches, Post It Notes, etc.) • Learning Progressions • Student Checklists (e.g., self-assessments) 		
Resources		
Suggested Resources: Allington, R. (2002). <i>When Kids Can't Read – What Teachers Can Do</i> . Heinemann. Calkins, L. (2001). <i>The Art of Teaching Reading</i> . Longman. Calkins, L. (2015). <i>A Guide to the Reading Workshop: Primary Grades</i> . Heinemann. Calkins, L. et. Al. (2015). <i>If...Then...Curriculum: Grades K-2</i> . Heinemann. Calkins, L. et al. (2015). <i>Reading Pathways Grades K-2: Performance Assessments and Learning Progressions</i> . Heinemann. Nichols, M. (2006). <i>Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop</i> . Heinemann. Pinnell, G.S. & Fountas, I. C. (2011). <i>The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2</i> . Heinemann. Pinnell, G.S. & Fountas, I. C. (2001). <i>Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy</i> . Heinemann.		

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Kindergarten Reading: Giving the Gift of Reading	
Content Area: Language Arts	
Course & Grade Level: English, Grade K	
Summary and Rationale	
This unit gives an opportunity for kindergarteners to play with their reading during reading workshop in order to “give the gift” of reading aloud favorite texts to others. They role play and act out texts that lend themselves to drama and characterization. Students will continue to use and practice strategies for reading tricky parts, and explore ways to give feedback to their partners to help them become the best readers they can be.	
Recommended Pacing	
May – June (approximately 20 days)	
New Jersey Student Learning Standards	
Standard RL.K Reading: Literature	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
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.
Standard RF.K Reading: Foundational Skills	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sound (phonemes).
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.4	Read emergent –reader texts with purpose and understanding.
Standard SL.K Speaking and Listening	
SL.K.1	Participate in collaborative conversation 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.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Standard L.K Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
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.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Readers get to know the characters in stories well. • Readers think about their reading and grow ideas. • Readers read with fluency, accuracy and intonation. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What strategies do readers use to get to know their books and characters? • How do we think about characters and tricky words to understand the story better? • How do we perform our books to understand the characters better? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Readers ask themselves, “What is this book really about?” • .Readers think deeply about the character. • Rereading increases fluency and by extension, comprehension.. Students will be able to: <ul style="list-style-type: none"> • Put together the parts of a book to understand what the book is really about. • Examine character’s thoughts, words, and feelings to understand them more deeply. • Practice reading a book in order to improve fluency and comprehension. 	

Evidence of Learning	
Assessment	<ul style="list-style-type: none"> • Fountas & Pinnell reading assessment, scored and analyzed • Conferring notes • Notes from informal observations • Student writing about reading (this may include sketches, Post It Notes, etc.) • Learning Progressions • Student Checklists (e.g., self-assessments)
Resources	
Suggested Resources:	<p>Allington, R. (2002). <i>When Kids Can't Read – What Teachers Can Do</i>. Heinemann.</p> <p>Calkins, L. (2001). <i>The Art of Teaching Reading</i>. Longman.</p> <p>Calkins, L. (2015). <i>A Guide to the Reading Workshop: Primary Grades</i>. Heinemann.</p> <p>Calkins, L. et. Al. (2015). <i>If...Then...Curriculum: Grades K-2</i>. Heinemann.</p> <p>Calkins, L. et al. (2015). <i>Reading Pathways Grades K-2: Performance Assessments and Learning Progressions</i>. Heinemann.</p> <p>Nichols, M. (2006). <i>Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop</i>. Heinemann.</p> <p>Pinnell, G.S. & Fountas, I. C. (2011). <i>The Continuum of Literacy Learning: A Guide to Teaching: Grades PreK-2</i>. Heinemann.</p> <p>Pinnell, G.S. & Fountas, I. C. (2001). <i>Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy</i>. Heinemann.</p> <p>Serravallo, J. & Goldberg, G. (2007). <i>Conferring With Readers: Supporting Each Student's Growth & Independence</i>. Heinemann.</p> <p>Teachers College Reading & Writing Project at Columbia University. (2019-20). <i>Curricular Calendars</i>. http://readingandwritingproject.org/resources/documents-to-support-units-of-study</p>