Unit 2 Reading: Sharing Reading

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **6 weeks**
Status: **Published**

Brief Summary of Unit

In this reading unit, Kindergarten students practice reading familiar songs, poems, and patterned books while learning to use letters, sounds, and high-frequency "snap words." They build confidence by reading with partners, sharing their thinking, and presenting what they've learned about weather—culminating in a celebration where they proudly share their reading with others.

This unit, taught from November to mid-January, develops early reading behaviors and a sense of community around books. It is organized into three "bends" (phases):

1. Bend 1 – Reading to Read (approx. 2 weeks):
   Students learn foundational print concepts, one-to-one word tracking, use of high-frequency "snap" words, and strategies for reading predictable, patterned texts. They practice pointing to words, noticing letters and sounds, and using patterns to approximate reading. Knowledge-building is integrated through a shared topic of study (e.g., weather).

2. Bend 2 – Better Together (approx. 2½ weeks):
   Students build collaborative reading habits with partners, learning to plan, monitor, and coach one another while reading. They engage in "book talks" to share "wow" pages and personal connections, deepening comprehension and vocabulary. Whole-class discussions and informational texts strengthen content knowledge and reinforce reading strategies.

3. Bend 3 – Giving the Gift of Reading (approx. 1½ weeks):
   Students begin to share their reading more publicly, noticing letters and words, expressing their thinking, and even authoring simple pattern books to give as "reading gifts." The unit culminates in a celebration where children read to special visitors and present what they have learned about weather, acting as "meteorologists for a day."

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision: June 2024

Benchmark Level: C with book introduction, D, E, & F

Instruction targeted for **Level C features**:

- Simple dialogue (assigned by said in most texts)
- Amusing one-dimensional characters
- Some words in bold or larger font for emphasis
- Texts with familiar settings close to children's experience
- Line breaks match end of phrases and sentences
- Simple, predictable sentence structure but patterns vary
- Many sentences with prepositional phrases and adjectives

Guided Reading and Small Group strategy work can provide small group instruction for **Level D language and literary features**:

- Simple dialogue and some split dialogue
- Simple dialogue assigned to speaker
- Variety in assignment to speaker (other than said)
- Variation of words used to assign dialogue
- Some sentences that are questions
- A few sentences beginning with phrases

Guided Reading and Small Group strategy work can provide small group instruction for **Level E language and literary features**:

- Some longer sentences (more than ten words)
- Some complex sentences with a variety of clauses
- Some sentences with prepositional phrases
- Variation in words to assign dialogue (said, cried, shouted) used for meaning
- Some words with three syllables

Guided Reading and Small Group work can provide small group instruction for **Level F** language and literary features:

- Both simple and split dialogue, speaker usually assigned
- Some longer stretches of dialogue
- Some long sentences (more than ten words) with prepositional phrases, adjectives, and clauses
- Some complex sentences with variety in order of clauses
- Variation in placement of subject, verb, adjectives, and adverbs
- Some compound sentences conjoined by and
- Compound sentences using conjunctions

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

Pacing Guide

Please refer to this Language Arts Reading and Writing Workshop Pacing Guide for grade K; the suggested pacing guides for word study and phonemic awareness (grades K-1) can be found in the K-5 folder.

A sample Literacy Schedule Across a Week for both full and half-day is accessible in instructional materials section of the Grades K-5 folder

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

	Local community and government leaders have roles and responsibilities to provide services for their community members.
L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
L.RF.K.1.C	Understand that words are separated by spaces in print.
L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
L.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
	Certain character traits can help individuals become productive members of their community.
L.VL.K.2	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.MF.K.6	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.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.PE.K.1.B	Continue a conversation through multiple exchanges.
SL.II.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.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SCI.K	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Performing Arts Standards

1.4.2.Cr2: (a). Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr4: (a). With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama). (b). Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5: (a). With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr6: (a). Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

1.4.2.Re7: (a). Express emotional responses to characters to recall and recognize when artistic choices are

made in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8: (a). With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). (b). Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9: (a). With prompting and support, Identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance. (b). With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). (c). Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cn10: (a). With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g.,

process drama, story drama, creative drama).

1.4.2.Cn11: (a). With prompting and support, identify similarities and differences in stories and various art forms from one’s own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change. (b). Collaborate on the creation of a short scene based on personal perspectives and understanding.

Essential Questions

- Bend I: How can readers develop and draw on their knowledge of letter-sound correspondence, high-frequency words, and one-to-one matching to approximate reading in familiar songs, poems, and predictable books
- Bend II: How can readers learn to work with a partner in ways that help them to attend to print, notice high-frequency words, and read with one-to-one matching, self-correcting as needed?
- Bend III: How can the opportunity to share one's reading with others help youngsters develop an engagement in learning about the alphabet and in learning from books, and also the self-concept to regard themselves as readers?

Students Will Know/Students Will Be Skilled At

- Concepts of Print
- Approximate reading
- Partnership and independent
- Actively listen to oral reading experiences (poems, stories, songs)

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative Assessments

- Observations
- Accountable Talk--Knee Talking, Sharing out
- Reading Conferences
- Post-it Board
- Engagement and Stamina Observations
- One-to-one reading conference and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud and Shared Reading responses, written and oral
- Post-it notes to tally the number of times the book is read
- Exit tickets or do nows

Summative Assessments

- Reading Conferences
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Responses to Essential Questions
- Work Study Assessments
- Standards-based reporting system and report card
- Reading Logs
- Reading Responses
- Running Records
- Initial Performance Assessment
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples as well as teacher/student-created rubrics.

End-of-Year (EoY) Benchmark Asessments

- Letter Symbol/ Sound ID
- Letter ID name retrieval
- Letter ID sound retrieval
- Phonemic Awareness Assessment
- Cranford Public Schools Sight Word Assessment
- Fountas and Pinnell Benchmark Reading Assessment (Running Record for all students)
- Dynamic Indicator of Basic Literacy Skills (DIBELS)
- Phonological Assessment Profile by Linguisystems (PAPL) Diagnostic Assessment
- iReady Screener and Diagnostic Assessment

Learning Plan

Primary reading instruction for the Cranford Public Schools is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include interactive read alouds and mini lessons which provide instruction to the whole class. Guided Reading and Small-Group work will provide small group instruction around specific skills. One-to-one conferencing and partnership discussions will be part of the workshop as well. Daily word work emphasizing phonics and phonemic awareness is embedded within this structure and uses a multisensory approach to instruction. Students will select from authentic literature at their independent and instructional reading levels.

For teaching purposes, see attached template for structure of a Reading/Writing Workshop lesson. Change red font to match your teaching point. Click here.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click here.

Core Teaching Points to Level C:

- Readers use the picture to figure out what is REALLY going on.
- Readers use snap word power and continue to learn new snap words.
- Readers use pointer power.
- Readers know they have to be ready for even more words on the page. They will continue to use all super powers together in addition to new reading strategies.
- Readers know they can no longer rely on the pattern! Pay attention to the words and how they go.
- Readers use stretching power to figure out unknown words.
- Readers know the characters will start talking in Level C. Make sure you know the word "said!"
- Readers will need to know preposition words, often denoted by the picture. Play games like Simon says and have some sort of chart to match.
- Readers smooth out their reading to make it sound like talking.

Pleaes see the Cranford Public School Grades K-5 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading.

Readers who have been identified as ready for leveled text can work in both story books and leveled text to practice both reading pictures and reading words; teacher will conference using research-decide-teach methodology to elevate each reader's skills and habitsIndividual conferences with each student will address specific needs of the reader.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

For Word Study, please refer to the Cranford Scope and Sequence and the Phonological Awareness Scope and Sequence.

Before Beginning the Uni8t

Before beginning this unit:

- Reader's workshop routine has been implemented
- Partnerships prepared
- Choose a topic for knowledge building (Weather is provided, but can choose another topic using other resources)
- Prepare baskets of books for each table or individual book bins/bags for each reader

Detailed Curriculum Map

Teaching Points and lessons are located in the K-5 folder under curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

Materials

The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. Classrooms will house rich and diverse classroom libraries, appropriate to emergent and beginning readers.

The core materials for this unit include the Units of Study in Reading for grade K, The Reading and Writing Project at Mossflower, 2024-2025.

Core materials used in all classrooms include the following:

- Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 1.
- Fountas and Pinnell Classroom System, Shared Reading.
- Fountas and Pinnell Classroom System, Guided Reading.
- Fountas and Pinnell Classroom System, Read Aloud.
- Heggerty: Phonemic Awareness.
- Cranford Word Study Program.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please

see the FPC and Units of Study Crosswalk.

Possible intervention materials including resources from FCRR and West Virginia may be found in the Pathways to Intervention document. Teachers can access the ORANGE Leveled Literacy Intervention (LLI) kits for striving readers.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources. Classrooms will house rich and diverse libraries with both classic and contemporary works to support a wide range of student interest and readiness.

Instructional Materials

Please use this link to access instructional materials which correspond with this unit.

Read Alouds

Continue read alouds with a heavy focus on non fiction text. Continue to infuse story books in by rereading old favorites, studying new authors, and reading books simply for the love of reading.

Shared Reading

Non-Fiction Big Books

Non-Fiction picture books displayed on smartboard using document camera

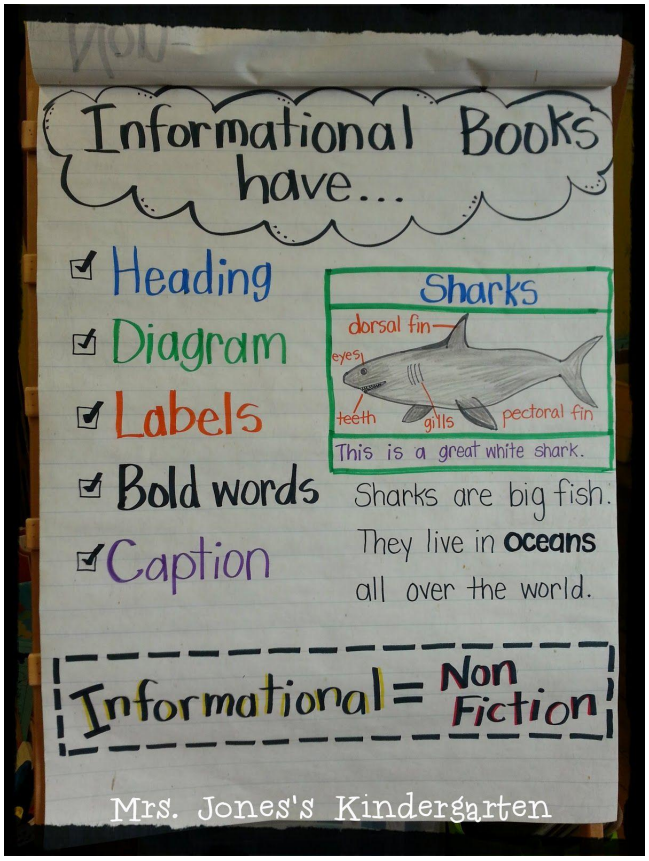
Leveled Text in levels C

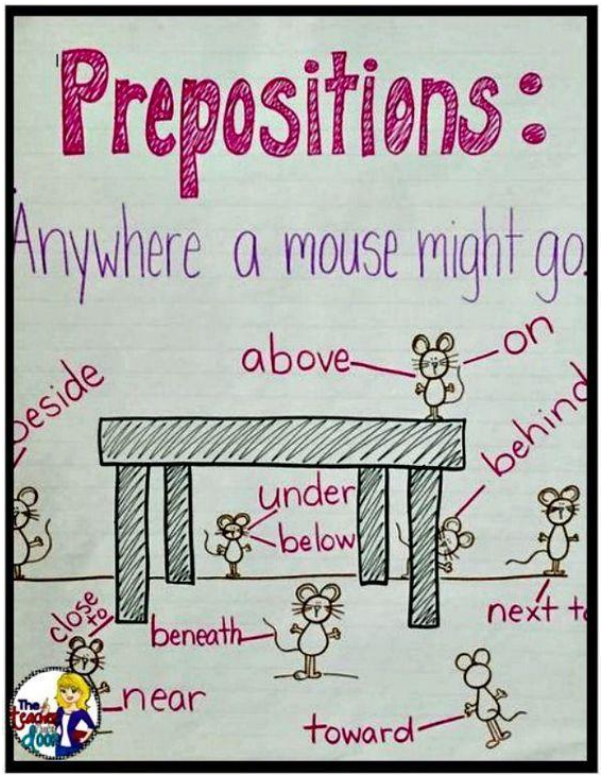
- Leveled big books
- Small leveled text displayed on smartboard using document camera

Favorite big books, chants, charts, and poems to continue study of concepts of print, practice comprehension and fluency strategies

Possible Teaching Charts

- Information Text Features
- Prepositions: Anywhere A Mouse Might Go





[Anchor Charts]

Venus FlyTraps Video https://www.youtube.com/watch?v=O7eQKSf0LmY

- Heinemann website: https://www.heinemann.com/extracreditclub/home.aspx for anchor charts, unit resources, and other online resources (username: deacon@cranfordschools.org. password: Hillside125)

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade K Heinemann, 2023.
- *The Reading Strategies Book*, Jennifer Serravallo
- *Teaching Reading In Small Groups*, Jennifer Serravallo
- *Conferring With Readers*, Jennifer Serravallo and Gravity Goldberg
- *When Readers Struggle,* Fountas and Pinnell
- *The Continuum of Literacy Learning PreK-2*, Fountas and Pinnell
- *Growing Reader*s, Kathy Collins
- *Best Practice in Literacy Instruction: Second Edition*, Edited by Lesley Mandel Morrow, Linda B. Gambrell, and Michael Pressley
- Fountas and Pinnell Benchmark Assessment Kit
- Teachers College Reading Assessment Kits for Grades K-2, Lee and Low Books
- Cranford Public School Grades K-5 Google Folder for instructional materials
- For lessons for word work, see Florida Center for Reading Research
- Heinemann website: https://www.heinemann.com (Consult with building principal or literacy team for access).

Suggested Strategies for Modifications and Accommodations

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Additional suggested accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.

- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.

Additional modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the Strategies for Striving Students and Pathways to Intervention documents in the Grades K-5 folder for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Refer to the If...Then...Curriculum:Assessment based instruction, Grades K-2 book.

Framework for Alternative Setting (LEAP Program at Lincoln School)

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build confidence and reduce frustration. Please see this document for detailed information.