

Sayreville Public Schools
Kindergarten Reading Curriculum

Kindergarten Reading

Required

Arleth, Eisenhower, Truman, Wilson

Full Year

Date Curriculum Approved/ Revised: May 2019

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A balanced literacy approach will be used to ensure that students are given opportunities to grow as both a reader and a writer. Through the use of a Daily 5 workshop model and curricular materials from Fountas and Pinnell's Classroom (herein referred to as FPC), students will be exposed to various genres, strategies, and activities that will allow them to develop their abilities at their own pace. Minimal time is spent in a whole group setting and students are provided with daily, sustained time to read and write independently, while also having the necessary support from their teacher and peers. In addition, the Writers' Workshop units tie into their fields of study allowing for cross curricular cohesion.

The Daily 5 model contains the following three components:

Mini-Lesson (10-15 minutes)

- FPC Interactive Read Aloud (IRA): Teachers should follow the district Scope & Sequence when developing lesson plans.
- FPC Phonics, Spelling & Word Study lesson (PSW): Each of the concepts/lessons in the Scope & Sequence must be covered during the given trimester. Teachers may choose the order of lessons and the length of times needed for concepts. Classroom teachers will determine the weeks that each sight word is taught.
- Skill or strategy driven lessons taken from Fountas and Pinnell's The Reading Minilessons Book.

Independent or Collaborative work (20-minute intervals) While the teacher is working with a guided reading group, remaining students are working independently or collaboratively at one of five suggested stations.

- Read to Self- Students are reading independently and practicing the skill/strategy that was presented during the mini lesson. All students should have book bags with at least 5 books: 3 books at their independent level and 2 choice books.
- Word Work- Students are independently working on their unit words from FPC phonics and using them in meaningful contexts.
- Work on Writing- Students are developing writing conventions and skills presented in Writer's Workshop lessons.
- Respond to Literature – Writing activities are given that allow students to respond to a previously read text from Guided Reading or the Interactive Read Aloud.
- Listen to Reading- Students are given opportunity to listen to texts specific to their reading level to build fluency and vocabulary as well as demonstrate comprehension
- Read to Someone-Students are working with partners on their reading fluency and comprehension. Students are practicing the skill/strategy presented during mini lesson. This should be used sparingly as part of Listen to Reading.

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Guided Reading Lessons: Teacher led, targeted instruction in small group setting.

- FPC Guided Reading Materials and Lessons. Scholastic bookroom titles may also be used.
- Meet with groups based on students' **instructional** DRA level, no more than 5 students in a group, for 15 to 20 minutes.

Assessment: The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.

- Letter assessments are given at the start of the school year (September) and in December for the end of Trimester 1. Additional assessments should be administered for students not meeting the standards in letter recognition and sounds.
- DRA assessments are given in January and at the end of the school year (May/June).
- Running records are to be administered on a student to student need basis in between PMAs/DRAs to promote student growth throughout the year.
- Sight/High Frequency Word Lists consist of “extra” words to assist teachers in identifying students who exceed standards.
- Sight/High Frequency Words: Mastery/Exceeds Standards is defined on the report card as:
Trimester one 16-20 words / Trimester two 31-50 words / Trimester three 75-85 words.
- DRA On Grade Level Projection is a 4 for the end of the year.

In order to demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:

- **See the accompanying Live Binder** for materials to support implementation of the 1st Grade Language Arts Literacy Scope & Sequence
 - www.livebinders.com
 - Username: Kteachers
 - Password: password
- The Writer’s Workshop curriculum should be completed in the order of the scope and sequence.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom. Every student should have 20 minutes of reading at night. Logs and/or reading responses should be used.
- Organizational strategies should be in place that allows the students the ability to take the information gained in the classroom and put into terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
Modifications to the curriculum should be included that address students with Response To Intervention (RTI), Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plan)

Unit 1: We Are Readers

Summary of the Unit: As students begin their school life, they will learn how to be a reader and the skills that go along with it. Throughout this unit, students will learn the foundational skills of reading behaviors and the proper procedures for the classroom literacy block. Students will begin to build a foundation of literacy skills. They will discuss concepts of print and begin to understand how to read and relate to a story. Students will practice retelling a story to their teacher and classmates. They will use text sets related to school, nursery rhymes, and the alphabet to support these skills.

Enduring Understanding:

- Books have standard features (front, back, title page, left-to-right progression, words, sentences, etc.) which helps to simplify the task of reading them.
- What I've read can be retold to someone else through talking or writing.
- Classrooms have rules and procedures that keep everyone safe and help us learn.
- Nursery rhymes and songs bring us all together and help us relate to one another.
- Letters, sounds, and symbols form the foundation of language systems.

Essential Questions:

- What does a reader do?
- What makes a classroom community comfortable for everyone?
- Why are traditional rhymes, songs, and stories important to people?
- Why do you need letters?

Whole Group Lessons: These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment.

Resources:

Fountas & Pinnell Literacy Continuum

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Fountas & Pinnell Guided Reading Teacher’s Guide
 Fountas & Pinnell Prompting Guides
 Fountas & Pinnell Guided Reading texts
 Fountas & Pinnell Reading Minilessons Book
 Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

FPC Text Sets including:

- Learning and Playing Together: School
- Sharing Stories and Songs: Nursery Rhymes
- Letters at Work: The Alphabet

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- The Kissing Hand by Audrey Penn
- The Night Before Kindergarten by Natasha Wing
- I Love School! by Philemon Sturges
- Twinkle, Twinkle Little Star
- Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault
- The Alphabet Tree by Leo Lionni

Chart paper & drawing materials

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments	NJSL Standards
<u>The Bus for Us</u>	2 lessons	-Utilize and describe meaning of new words related to the theme. -Predict what vehicle will appear next. -Identify characters’ feelings and thoughts.	<u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds. <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> 	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1

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			<ul style="list-style-type: none"> - <i>Respond to the Text</i> - <i>Shared/Interactive Writing</i> <p>Independent Respond to Reading- Fold a sheet of paper in half. Draw Tess and Gus going to school on the bus on one side. Draw themselves going to school on the other side.</p>		<p>RI.K.5 SL.K.1 SL.K.2 SL.K.5 SL.K.6</p> <p>Social Studies: 6.1.P.A.1</p>
<u>Wemberly Worried</u>	2 lessons	<p>-Practice how to monitor appropriate voice level.</p> <p>-Identify what Wemberly and Jewel are feeling.</p>	<p><u>Mini Lesson:</u> MGT.U1.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw a picture of how they could have comforted Wemberly when she was feeling sad and worried.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RI.K.5 SL.K.1 SL.K.2 SL.K.5 SL.K.6</p> <p>Social Studies: 6.1.P.A.1</p>
<u>Look Out Kindergarten, Here I Come!</u>	2 lessons	-Demonstrate routines for classroom transitions.	<p><u>Mini Lesson:</u> MGT.U1.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4</p>

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		<p>-Relate the story to their own experiences of kindergarten.</p> <p>-Identify what Henry is feeling.</p>	<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Fold a sheet of paper in half. Draw Henry’s classroom on one side. Draw their own classroom on the other side.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RI.K.5 SL.K.1 SL.K.2 SL.K.5 SL.K.6 Social Studies: 6.1.P.A.1</p>
<p><u>Miss Bindergarten Gets Ready for Kindergarten</u></p>	<p>2 lessons</p>	<p>-Demonstrate expectations for listening during small or whole group meetings.</p> <p>-Relate the story to their own experiences in kindergarten.</p> <p>-Identify what the characters are feeling.</p>	<p><u>Mini Lesson:</u> MGT.U1.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Have children draw a picture of their favorite character and label it with the character’s name.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RI.K.5 SL.K.1 SL.K.2 SL.K.5 SL.K.6 Social Studies: 6.1.P.A.1</p>

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<p><u>I Love You All Day Long</u></p>	<p>2 lessons</p>	<p>-List ways to work well in the class.</p> <p>-Relate the story to their own family relationships.</p> <p>-Describe the message that parents always love their children.</p>	<p><u>Mini Lesson:</u> MGT.U1.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Fold a sheet of paper in half. Draw Owen and his mommy on one side. Draw a picture of themselves and a loved one on the other side.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RI.K.5 SL.K.1 SL.K.2 SL.K.5 SL.K.6</p> <p>Social Studies: 6.1.P.A.1</p>
<p><u>The Eensy-Weensy Spider</u></p>	<p>2 lessons</p>	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Recognize new information from pictures and text.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from read alouds.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p>Independent Respond to Reading- Illustrate and label an</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RI.K.5 SL.K.1 SL.K.2 SL.K.5</p>

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			interesting part of the story by making thumbprint spiders.		SL.K.6
<u>Baa Baa Black Sheep</u>	2 lessons	<p>-Demonstrate how to problem solve independently.</p> <p>-Identify the story as fantasy.</p> <p>-Recall the simple problem that occurs in everyday life.</p>	<p><u>Mini Lesson:</u> MGT.U1.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i> Independent Respond to Reading- Draw a picture to say thank you to the sheep for the clothes.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA:</p> <p>RL.K.1</p> <p>RL.K.2</p> <p>RL.K.3</p> <p>RL.K.4</p> <p>RL.K.6</p> <p>RL.K.7</p> <p>RL.K.9</p> <p>RL.K.10</p> <p>RF.K.1</p> <p>RI.K.5</p> <p>SL.K.1</p> <p>SL.K.2</p> <p>SL.K.5</p> <p>SL.K.6</p>
<u>I'm a Little Teapot</u>	2 lessons	<p>-Practice different ways to read a book.</p> <p>-Describe how to take care of and return materials and supplies independently.</p> <p>-Infer the teapot's and children's feelings by using pictures and text.</p>	<p><u>Daily 5 Lesson:</u> 3 Ways to Read a Book (read the pictures)</p> <p><u>Mini Lesson:</u> MGT.U1.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA:</p> <p>RL.K.1</p> <p>RL.K.2</p> <p>RL.K.3</p> <p>RL.K.4</p> <p>RL.K.6</p> <p>RL.K.7</p> <p>RL.K.9</p> <p>RL.K.10</p> <p>RF.K.1</p> <p>RI.K.5</p> <p>SL.K.1</p> <p>SL.K.2</p> <p>SL.K.5</p> <p>SL.K.6</p>

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			<p style="text-align: center;">- <i>Discuss the Text</i></p> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- How does the teapot feel after her adventures? Draw a picture of the teapot and write feeling words around her.</p>		
<u>It's Raining, It's Pouring</u>	3 lessons	<p>-Practice different ways to read a book.</p> <p>-Describe how to take care of books in the classroom library.</p> <p>-Infer the feelings of the man and his wife, using text and pictures.</p>	<p><u>Daily 5 Lesson:</u> 3 Ways to Read a Book (read the words)</p> <p><u>Mini Lesson:</u> MGT.U2.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and label three different types of weather from the story.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA:</p> <p>RL.K.1</p> <p>RL.K.2</p> <p>RL.K.3</p> <p>RL.K.4</p> <p>RL.K.6</p> <p>RL.K.7</p> <p>RL.K.9</p> <p>RL.K.10</p> <p>RF.K.1</p> <p>RI.K.5</p> <p>SL.K.1</p> <p>SL.K.2</p> <p>SL.K.5</p> <p>SL.K.6</p>
<u>This is the House that Jack Built</u>	3 lessons	-Practice different ways to read a book.	<p><u>Daily 5 Lesson:</u> 3 Ways to Read a Book (retell a story)</p>	-Use <i>Assess Learning</i> to identify behaviors that	<p>ELA:</p> <p>RL.K.1</p> <p>RL.K.2</p>

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		<p>- Describe how the classroom library is organized to help make good book choices and use this knowledge to choose a book for independent reading.</p> <p>-Predict what will happen next by looking at the illustrations.</p>	<p><u>Mini Lesson:</u> MGT.U2.RML2/3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Create peekaboo drawings to illustrate a scene from the book.</p>	<p>demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RI.K.5 SL.K.1 SL.K.2 SL.K.5 SL.K.6</p>
Read to Self Introduction	1 lesson	-Practice independent reading by using the 3 ways to read a book.	<p><u>Mini Lesson:</u> Read to Self I-Chart/ MGT.U3.RML1</p> <p>-Place children around the room strategically. Begin building stamina. Practice every day until 10 minutes is reached.</p>	-Observe and record time of independent reading.	<p>RL.K.10 RI.K.10 RF.K.1 RF.K.4 SL.K.1</p>
<u>Alphabet Under Construction</u>	3 lesson	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Practice managing voice levels in different instructional contexts.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from read alouds.</p> <p><u>Mini Lesson:</u> MGT.U2.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9</p>

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		<p>-Predict what letter Mouse will make next.</p>	<p style="text-align: center;">- <i>Share</i></p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Illustrate Mouse making the first letter of their name.</p>	<p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.10 RF.K.1 RI.K.5 SL.K.1 SL.K.2 SL.K.5 SL.K.6</p>
<p><u>ABC I Like Me!</u></p>	<p>2 lesson</p>	<p>-Practice putting books back in the correct basket.</p> <p>-Predict what letter will appear next by using prior knowledge.</p>	<p><u>Mini Lesson:</u> MGT.U2.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Fold a sheet of paper in half. Draw an activity that an</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RI.K.5 SL.K.1 SL.K.2 SL.K.5 SL.K.6</p>

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			animal is doing in the book. On the other half, draw themselves doing the same activity.		
<u>B is for Bulldozer</u>	2 lesson	<p>-Utilize the various ways to read text.</p> <p>-Predict what the construction workers are building by using the pictures.</p>	<p><u>Daily 5 Lesson:</u> Review 3 Ways to Read a Book</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and label the machine they found to be most interesting.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RI.K.5 SL.K.1 SL.K.2 SL.K.5 SL.K.6</p>
<u>On Market Street</u>	2 lesson	<p>-Identify the title on the front cover of a book and use it to think about what the book might be about.</p> <p>-Infer what letter will come next.</p>	<p><u>Mini Lesson:</u> LA.U1.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RI.K.5 SL.K.1 SL.K.2 SL.K.5 SL.K.6</p>

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			Independent Respond to Reading- Draw a picture in the style of the text for the first letter of your name. Label it.		
<u>A, My Name is Alice</u>	2 lesson	-Define the literary terms author and illustrator and be able to identify who wrote and illustrated the book. -Predict what letter will be featured next.	<u>Mini Lesson:</u> LA.U1.RML2 <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text – Shared/Interactive Writing</i> Independent Respond to Reading- Use Online Resource Activity: Letter, Name, Word	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RI.K.5 SL.K.1 SL.K.2 SL.K.5 SL.K.6
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students: *Consistent with individual plans, when appropriate.</p> <p>English Language Learners- Provide picture cards with relevant vocabulary.</p> <p>Special Education- Break story into pieces, stopping to act out activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Turn nursery rhymes into songs before and after reading of the story. Sing the alphabet song before reading alphabet texts. Provide sensory alphabet activities as follow up for the texts.</p>					

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Gifted Students- Make a two column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other side, tell why they are important. Create a new version of a nursery rhyme and create an audio recording of it. Create independent letter books in the style of the alphabet texts.

Suggested Technological Innovations/ Use:

Listen to Reading options for deepening fluency skills: RAZ-Kids, Epic, Storyline Online, Starfall

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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

Unit 2: Family and Friendship

Summary of the Unit: Students are beginning to learn behaviors and procedures that support the reading process and the literacy block. This unit will build on those behaviors and begin to introduce written responses to reading in a developmentally appropriate way. The unit focuses on building a strong knowledge of story characters, their feelings, and how they relate to the students' lives. They will be asked to make both text-to-self and text-to-text connections in relation to the characters in stories read. As they learn these skills, they will learn how to exhibit kindness, love, and friendship in the classroom through the thematic text sets.

Enduring Understanding:

- We write to communicate with one another and to express our ideas.
- What I've read can be retold to someone else through talking or writing.
- Readers can use their life experiences to make inferences about characters' feelings.
- Everyone has rights and feelings and should be treated with kindness and respect.

Essential Questions:

- How can I think and write about stories I have read?
- How are the characters in stories like me?
- What is important about being a family?
- What does it mean to be a good friend?

Whole Group Lessons: These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment.

Resources:

Fountas & Pinnell Literacy Continuum
Fountas & Pinnell Guided Reading Teacher's Guide
Fountas & Pinnell Prompting Guides

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Fountas & Pinnell Guided Reading texts
Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

FPC Text Sets including:

- Taking Care of Each Other: Family
- The Importance of Friendship

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- Enemy Pie by Derek Munson
- Can I Play Too? by Mo Willems
- The Name Jar by Yangsook Choi
- Stick and Stone by Beth Ferry
- Owl Babies by Martin Waddell

Chart paper & drawing materials

Reader's Notebook for each student

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLs Standards
<u>Do Like Kyla</u>	2 lessons	-Utilize and describe meaning of new words related to the theme. -Infer and talk about Kyla's traits from story events.	<u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds. <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text – Shared/Interactive Writing</i>	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5

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			Independent Respond to Reading- Draw a picture of an interesting activity Kyla and her sister do. Label or write a sentence.		SL.K.6 W.K.1 W.K.3 Social Studies: 6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4
<u>Don't You Feel Well, Sam?</u>	2 mini lesson	-Express opinions about a text and use personal experience or evidence from the text to support opinions -Use background knowledge to recall the characters, setting, and problem.	<u>Mini Lesson:</u> LA.U1.RML3 <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text – Shared/Interactive Writing</i> Independent Respond to Reading- Draw a way that your family takes care of you when you are sick like Mrs. Bear takes care of Sam.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3 Social Studies: 6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4

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<p>Write About Reading Introduction</p>	<p>1 lesson</p>	<p>-Practice independent writing by drawing and labeling characters from previously read stories.</p>	<p><u>Daily 5 Lesson:</u> Write About Reading I-Chart</p> <p>-Show students their Reader’s Notebook. Model how to use the first page to draw a picture of a character read in a book and label with traits that were discussed. Allow students to practice in their book by drawing and labeling Kyla or Sam. Practice whole group each day, timing and building stamina until students are able to do it independently. Utilize Independent Writing prompts in the Reader’s Notebook or graphic organizers.</p>	<p>-Observe and record time of independent writing.</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p> <p>Social Studies: 6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4</p>
<p><u>Jonathan and His Mommy</u></p>	<p>2 mini lesson</p>	<p>-Develop guidelines for the engagement routine of turn and talk.</p> <p>-Infer the feelings of Jonathan and his mom.</p>	<p><u>Mini Lesson:</u> LA.U1.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2</p>

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			<p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and label you and Jonathan doing one of the fun activities from the story.</p>		<p>SL.K.5 SL.K.6 W.K.1 W.K.3 Social Studies: 6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4</p>
<p><u>Elizabeti’s Doll</u></p>	<p>2 lessons</p>	<p>-Identify places in a book to talk about with others.</p> <p>-Make connections among families in the text set.</p>	<p><u>Mini Lesson:</u> LA.U1.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Which of Elizabeti’s actions do you think is the most caring? Draw and label a picture of Elizabeti doing those things.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p> <p>Social Studies: 6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4</p>

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<p><u>Where Are You Going, Little Mouse?</u></p>	<p>2 lessons</p>	<p>-Understand what it means to reread and why it can help to notice and learn more.</p> <p>-Relate texts to their own lives by thinking about if they have ever felt like little mouse.</p>	<p><u>Mini Lesson:</u> LA.U1.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw a picture of how Little Mouse feels. Write a sentence to describe his feelings.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p> <p>Social Studies: 6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4</p>
<p>Read to Self/Write About Reading</p>	<p>1 lesson</p>	<p>-Practice behaviors and procedures necessary for Daily 5 and the literacy block.</p>	<p><u>Daily 5 Lesson:</u> Review I-charts made for Read to Self and Write About Reading.</p> <p>Divide the class in half. Have one half reading to self and the other half writing about reading. Work for 10 minutes and then switch. Monitor for behavior and accurate completion of centers. Do this each day until</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2</p>

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			independent enough to pull short small groups.		SL.K.5 SL.K.6 W.K.1 W.K.3 Social Studies: 6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4
<u>A Visitor for Bear</u>	3 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Describe a reader's notebook as a special place to collect thinking about oneself and books.</p> <p>-Recognize and discuss the message of friendship in the story.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> WAR.U1.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw a picture of what Bear and Mouse will do now that</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p> <p>Social Studies: 6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4</p>

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			they are friends. Label or write a sentence.		
<u>Big Al and Shrimpy</u>	2 lessons	-Draw and write to tell about oneself -Describe the message that size doesn't matter.	<p><u>Mini Lesson:</u> WAR.U1.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Make a list of ways to help a friend.</p>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	<p>ELA:</p> <p>RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10</p> <p>RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p> <p>Social Studies: 6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4</p>
<u>I'm the Best</u>	2 lessons	-Draw and write about families and friends in a reader's notebook.	<p><u>Mini Lesson:</u> WAR.U1.RML3 & 4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes	<p>ELA:</p> <p>RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10</p>

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		<p>-Think and discuss what the characters are feeling.</p> <p>-Recognize the message that it's not nice to brag.</p>	<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Is Dog a good friend? Why or why not? Illustrate and label the response.</p>	<p>-Respond to Reading independent and shared writing activities</p>	<p>RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p> <p>Social Studies: 6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4</p>
<u>Jessica</u>	2 mini lesson	<p>-Draw and write about things one likes to do at home and school.</p> <p>-Infer Ruthie's feelings and motivations.</p>	<p><u>Mini Lesson:</u> WAR.U1.RML5 & 6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and write about an imaginary friend you have</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p> <p>Social Studies: 6.1.P.D.1</p>

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			had or would like to have like Ruthie. What would you do with your imaginary friend?		6.1.P.D.2 6.1.P.D.3 6.1.P.D.4
<u>Yo! Yes?</u>	2 lessons	-Draw and write about places one likes to go. -Recognize and discuss the message about making new friends.	<u>Mini Lesson:</u> WAR.U1.RML7 <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text – Shared/Interactive Writing</i> Independent Respond to Reading- Draw a picture of the two boys and label their character traits.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3 Social Studies: 6.1.P.D.1 6.1.P.D.2 6.1.P.D.3 6.1.P.D.4
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students: *Consistent with individual plans, when appropriate.</p> <p>English Language Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read.</p> <p>Special Education- Break story into pieces, stopping to act out activities that the characters are doing; role play how to be a friend; draw a family portrait and discuss the roles each person plays.</p>					

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Gifted Students- Create a family box with a collection of things that mean something to your family; Make a graph of 3-4 acts of kindness that can be shown in the classroom. Each time someone does one of the kind things, color a square on the graph.

Suggested Technological Innovations/ Use:

Listen to Reading options for deepening fluency skills: RAZ-Kids, Epic, Storyline Online, Starfall

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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.

Unit 3: Becoming Storytellers

Summary of the Unit: Up to this point, students have learned the procedures for and have been practicing being independent readers and writers through Read to Self and Write About Reading. This unit will begin to lay the foundational skills for students to independently work in the Work on Writing center. While learning these procedures, students will begin to discuss genre, and infer and retell stories through pictures. They will continue to retell in various ways. The foundational procedures for using a reader's notebook will continue to be developed.

Enduring Understanding:

- Readers employ strategies to help them understand text.
- We are all writers and we all have stories to tell.
- Text is presented in various formats.
- We use colors and numbers to help describe things when we read and write.

Essential Questions:

- What part do the characters in a story play?
- How does color help you understand your world?
- How does an author tell a story using pictures instead of words?
- Why are numbers important?

Whole Group Lessons: These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Response to Reading tasks (illustrations and/or written), Trimester 1 Benchmark, Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment.

Resources:

Fountas & Pinnell Literacy Continuum
Fountas & Pinnell Guided Reading Teacher's Guide

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Fountas & Pinnell Prompting Guides
 Fountas & Pinnell Guided Reading texts
 Fountas & Pinnell Reading Minilessons Book
 Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

FPC Text Sets including:

- *Noticing the Way the World Looks: Colors*
- *Exploring Pictures: Wordless Books*
- *Numbers at Work: Counting*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- My Many Colored Days by Dr. Seuss
- Brown Bear, Brown Bear, What Do You See? by Eric Carle
- Planting a Rainbow by Lois Ehlert
- Mr. Wuffles by David Wiesner
- Pancakes for Breakfast by Tomie dePaola
- The Lion and the Mouse by Jerry Pinkney
- Ten Black Dots by Donald Crews
- Chicka Chicka 1, 2, 3 by Bill Martin Jr.

Chart paper & drawing materials

Reader's Notebook for each student

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
<u>What Color is Nature?</u>	2 lessons	-Utilize and describe meaning of new words related to the theme.	<u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.	-Observation through discussion / anecdotal notes	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6

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		<p>-Ask questions about color and nature to deepen understanding of text.</p>	<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- What color is school? Draw and label the color of things that you see in the classroom.</p>	<p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>Cat's Colors</u>	2 lessons	<p>-Identify the important characters in simple fictional narratives.</p> <p>-Notice and read color words within the text.</p>	<p><u>Mini Lesson:</u> LA.U14.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write a poem about your favorite color, listing things that are that color.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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<p><u>Red is a Dragon</u></p>	<p>3 lessons</p>	<p>-Practice writing through independent writing center activities.</p> <p>-Discuss how animal characters in stories can sometimes act like people.</p> <p>-Identify information about colors and Chinese American culture from both text and illustrations.</p>	<p><u>Daily 5 Lesson:</u> Introduce and practice two writing center activities</p> <p><u>Mini Lesson:</u> LA.U14.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Revisit the color poems from the previous day. Continue to write poems for the different colors of the rainbow, drawing on the rhyming pattern of the book for inspiration.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>Dog’s Colorful Day</u></p>	<p>2 lessons</p>	<p>- Infer or identify a character’s feelings by using the words and pictures.</p>	<p><u>Mini Lesson:</u> LA.U14.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9</p>

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		-Infer Dog’s intentions, feelings, and motivations.	<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Create a spotted dog, labeling the colors that make up each spot.</p>	-Respond to Reading independent and shared writing activities	RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3
Work on Writing Introduction	1 lesson	-Practice independent writing by reviewing Writer’s Workshop procedures and introducing writing centers activities.	<p><u>Mini Lesson:</u> Work on Writing I-chart</p> <p>-Review the current class Writer’s Workshop topic. Model how to take out the writing folder and locate a piece that needs some more work. Work on Writing is a time to work on those pieces that we did not complete. Review proper behaviors for taking out the folder and getting to work. Begin to build writing stamina, separate from Writer’s Workshop time. Practice each day, putting it into Daily 5 rotations when students demonstrate readiness.</p>	-Observe and record time of independent writing.	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3

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<p><u>Float</u></p>	<p>2 lessons</p>	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Retell stories in response to pictures.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write a sentence and draw a picture of a place where the boat goes.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>The Girl and the Bicycle</u></p>	<p>2 lessons</p>	<p>-Practice writing through independent writing center activities.</p> <p>-Relate texts to their own lives and use their own experiences to understand a character’s feelings.</p> <p>-Generate dialogue in response to pictures.</p>	<p><u>Daily 5 Lesson:</u> Introduce and practice a writing center activity</p> <p><u>Mini Lesson:</u> LA.U14.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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			<p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Use sentence strips to write dialogue for a page in the story.</p>		
<p><u>The Boy and the Airplane</u></p>	2 lessons	<p>-Tell the important events in a story using the pictures.</p> <p>-Refer to important information and details in the illustrations.</p> <p>-Identify the passing of time through the changing seasons, growing tree, and the boy becoming a man.</p>	<p><u>Mini Lesson:</u> LA.U17.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Make up an adventure for the little girl and the red plane that happens after the story ended.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>The Snowman</u></p>	2 lessons	<p>-Notice details in illustrations to add more information to the story when retelling it.</p>	<p><u>Mini Lesson:</u> LA.U17.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7</p>

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		<p>-Retell a summary of the adventures the boy and the snowman have during the dream.</p>	<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- What will the boy and the snowman do next time they have an adventure?</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>Tuesday</u>	3 lessons	<p>-Practice writing through independent writing center activities.</p> <p>-Understand that pictures in a story can be interpreted differently by people, but the basic events are always the same.</p> <p>-Tell the story of the frogs’ adventure in response to illustrations.</p>	<p><u>Daily 5 Lesson:</u> Introduce and practice a writing center activity</p> <p><u>Mini Lesson:</u> LA.U17.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Where will the pigs go</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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			next Tuesday when they go flying?		
<u>1, 2, 3 to the Zoo</u>	3 lessons	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Be aware of favorite books and list the titles in a reader’s notebook.</p> <p>-Identify the use of numbers to establish a sequence.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> WAR.U2.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw one of the animals from the book and write a sentence telling about that page.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p> <p>Math: K.CC.A K.CC.B</p>
<u>One Duck Stuck</u>	3 lessons	<p>-Practice writing through independent writing center activities.</p> <p>-Be aware of favorite authors & illustrators and list them in a reader’s notebook.</p>	<p><u>Daily 5 Lesson:</u> Introduce and practice a writing center activity</p> <p><u>Mini Lesson:</u> WAR.U2.RML3&4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9</p>

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		<p>-Identify the use of numbers to establish a sequence.</p>	<p style="text-align: center;">- <i>Share</i></p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- In the style of the book, write and illustrate a short rhyme such as “bear on a chair.”</p>	<p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p> <p>Math: K.CC.A K.CC.B</p>
<u>Fish Eyes</u>	2 lessons	<p>-Be aware of favorite characters in stories and list their names in a reader’s notebook.</p> <p>-Relay the importance of counting and rhymes within the telling of the story.</p>	<p><u>Mini Lesson:</u> WAR.U2.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Create a counting book</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p> <p>Math: K.CC.A</p>

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			with an object of your choice (see folder for example).		K.CC.B
<u>One Moose, Twenty Mice</u>	2 lessons	-Be aware of favorite topics to read and write about and make a list of them in a reader's notebook. -Make connections across the Counting text set.	<u>Mini Lesson:</u> WAR.U2.RML5&6 <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text – Shared/Interactive Writing</i> Independent Respond to Reading- Create a counting book with an object of your choice (see folder for example).	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3 Math: K.CC.A K.CC.B
Read to Self/Write About Reading / Work on Writing	2 lessons	-Use the lists in a reader's notebook to select books of interest. -Practice all procedures and behaviors necessary for Daily 5.	<u>Mini Lesson:</u> WAR.U2.RML7 <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Daily 5 Lesson:</u> Review I-charts made for Read to Self, Write About Reading, and Work on Writing.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation of ability to complete centers independently.	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2

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			<p>Now that all writing center activities have been introduced, allow the students the opportunity to choose to work on a Writer's Workshop piece or a center activity. Split students between three Daily 5 centers, monitoring for appropriate completion. Rotate as necessary through the day.</p>		<p>SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students: *Consistent with individual plans, when appropriate.</p> <p>English Language Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read.</p> <p>Special Education- Sort objects found out in nature by color; Pair, Share a wordless book already read telling the story to a partner; sing number songs to help make connections to the Counting books.</p> <p>Gifted Students- Create an Animal/Color/Where they live chart to collect facts about animals we learned about; Show students a picture they have not seen before and have them start a story about what they see; Create a 4 step sequence organizer to tell the steps of an activity.</p>					
<p>Suggested Technological Innovations/ Use: Listen to Reading options for deepening fluency skills: RAZ-Kids, Epic, Storyline Online, Starfall</p>					
<p>Cross Curricular/ 21st Century Connections: 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>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.</p>					

Unit 4: Studying Authors, Illustrators, and Genres

Summary of the Unit: Up to this point, students have learned the procedures for and have been practicing being independent readers and writers through Read to Self, Write About Reading, and Work on Writing. This unit will introduce Listen to Reading. When combined with the Word Work introduction, Daily 5 should be totally up and running at the end of this unit. Guided reading is fully incorporated in the daily literacy block. The themes of this unit reinforce the important kindergarten concept of universal kindness. Students will understand that authors write more than one book, and that these books often have a lot in common. They will draw connections between texts in a set about homes to their own home lives while discussing genre. The students will also work on independent decoding skills necessary as text levels progress.

Enduring Understanding:

- Books by the same author have similar features in the words and illustrations.
- We can connect characters and settings in fiction and nonfiction books to our lives and situations.
- It is important to show kindness to friends, family, and people in the world.

Essential Questions:

- What is kindness and why is it important?
- What characteristics can we notice throughout Eric Carle's books?
- What makes the place where you live a home?

Whole Group Lessons: These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Response to Reading tasks (illustrations and/or written), Trimester 2 Benchmark, Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment, cold reads, vocabulary assessments, DRA2 given in January and March.

Resources:

Fountas & Pinnell Literacy Continuum
Fountas & Pinnell Guided Reading Teacher's Guide

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Fountas & Pinnell Prompting Guides
 Fountas & Pinnell Guided Reading texts
 Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons
 Fountas & Pinnell Reading Minilessons Book

FPC Text Sets including:

- *The Importance of Kindness*
- *Eric Carle: Exploring the Natural World*
- *The Place You Call Home*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- Have You Filled a Bucket Today? by Carol McCloud
- The Invisible Boy by Patrice Barton
- The Giving Tree by Shel Silverstein
- Various Eric Carle texts
- Home by Carson Ellis
- If You Lived Here by Giles Laroche
- Come Over to My House by Theo LeSieg

Chart paper & drawing materials

Reader's Notebook for each student

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
Listen to Reading Introduction	1 lesson	-Practice independent reading by learning routines for using Raz-Kids listening center.	<u>Daily 5 Lesson:</u> Listen to Reading I-chart. -Model procedures for using classroom technology as it applies to your classroom. Use the Smart Board to show students how to use Raz-Kids to	-Observe and record time of independent listening and reading.	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9

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			login and select a book to listen, read, and answer questions. Practice each day, putting it into Daily 5 rotations when students demonstrate readiness.		RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3
<u>Lost!</u>	2 lessons	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Notice, understand, and talk about the story’s simple problem and solution.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Make a kindness poster with the boy and the bear from the story showing an act of kindness. Encourage students to think of one not from the story.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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<p><u>Flower Garden</u></p>	<p>2 lessons</p>	<p>-Use illustrations (meaning) to solve words while reading a text.</p> <p>-Discuss the theme of kindness and how it is shown throughout the story.</p>	<p><u>Mini Lesson:</u> SAS.U1.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Make a drawing of a flower garden and write how the girl was kind to her mom.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>Jamaica’s Find</u></p>	<p>2 lessons</p>	<p>-Search for and use information from language structure.</p> <p>-Infer Jamaica’s intentions, using text and illustrations.</p>	<p><u>Mini Lesson:</u> SAS.U1.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1</p>

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			Independent Respond to Reading- Respond to the prompt- <i>Jamaica turns in the hat and the toy dog at the park's lost and found. What should you do if you find something here and do not know whom it belongs to?</i>		W.K.3
<u>The Teddy Bear</u>	2 lessons	-Use visual information (first letter) and meaning to predict a word. -Discuss the simple plot with a problem and solution.	<u>Mini Lesson:</u> SAS.U1.RML3 <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text – Shared/Interactive Writing</i> Independent Respond to Reading- Write about what the teddy bear does with the boy and the man.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3
<u>Say Hello</u>	2 lessons	-Notice known parts of words and use them to help read the word. -Determine the author's purpose and the message behind the story.	<u>Mini Lesson:</u> SAS.U1.RML4 <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9

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			<ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw a picture of themselves saying “Hello” to someone new at school. Write a sentence about how they feel under the picture.</p>	<p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>From Head to Toe</u></p>	<p>3 lessons</p>	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Read high frequency words quickly and easily.</p> <p>-Describe the unique style of Eric Carle’s illustrations.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> SAS.U1.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- In this center for the</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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			week, provide white paper and cut tissue paper. Have children use the tissue paper to make an illustration in the style of Eric Carle.		
<u>Does a Kangaroo Have a Mother, Too?</u>	2 lessons	<p>- Recognize how books by the same author and illustrator are similar.</p> <p>-Describe the unique style of Eric Carle’s illustrations.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- In this center for the week, provide white paper and cut tissue paper. Have children use the tissue paper to make an illustration in the style of Eric Carle.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>“Slowly, Slowly, Slowly,” said the Sloth</u>	2 lessons	<p>- Recognize how books by the same author and illustrator are similar.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4</p>

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		<p>-Describe the unique style of Eric Carle’s illustrations.</p>	<p>(Repeat daily during author study)</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- In this center for the week, provide white paper and cut tissue paper. Have children use the tissue paper to make an illustration in the style of Eric Carle.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>Have You Seen My Cat?</u></p>	<p>2 lessons</p>	<p>- Recognize how books by the same author and illustrator are similar.</p> <p>-Describe the unique style of Eric Carle’s illustrations.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1</p>

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			<p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- In this center for the week, provide white paper and cut tissue paper. Have children use the tissue paper to make an illustration in the style of Eric Carle.</p>		W.K.3
<p><u>The Mixed-Up Chameleon</u></p>	2 lessons	<p>- Recognize how books by the same author and illustrator are similar.</p> <p>-Describe the unique style of Eric Carle’s illustrations.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- In this center for the week, provide white paper and cut tissue paper. Have children use the tissue paper to make an illustration in the style of Eric Carle.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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<p><u>A House is a House for Me</u></p>	<p>3 lessons</p>	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Use the list of books in the reader’s notebook to tell about fiction books.</p> <p>-Describe the unique style of Eric Carle’s illustrations.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> WAR.U3.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw a make believe house you would like to play in and write a sentence about it.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>Houses and Homes</u></p>	<p>2 lessons</p>	<p>- Use the list of books in the reader’s notebook to write about nonfiction.</p> <p>-Identify the genre of the story and describe the characteristics that make it nonfiction.</p>	<p><u>Mini Lesson:</u> WAR.U3.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1</p>

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			<ul style="list-style-type: none"> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Which home from the book would you like to live in? Why? Provide a sentence starter if needed.</p>	-Respond to Reading independent and shared writing activities	SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3
<u>Two Homes</u>	2 lessons	<p>- Use the reader’s notebook to list favorite fiction books.</p> <p>-Make connections about families and homes across read-aloud texts.</p>	<p><u>Mini Lesson:</u> WAR.U3.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and write about a place where you feel “at home.” Discuss what this means, and brainstorm ideas of where that could be.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA:</p> <p>RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>The Little House</u>	2 lessons	-Use a reader’s notebook to list favorite nonfiction books.	<p><u>Mini Lesson:</u> WAR.U3.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> 	-Use <i>Assess Learning</i> to identify behaviors that	<p>ELA:</p> <p>RL.K.1 RL.K.2</p>

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		<p>-Describe the changing of the house and the setting.</p>	<ul style="list-style-type: none"> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Use Online Resource “Two Column Sorting Sheet.” Label the columns <i>country</i> and <i>city</i>. List things that the house sees in the city and in the country.</p> <p>-Administer a kindergarten level appropriate cold read to assess students’ comprehension skills. Assess learned vocabulary by drawing a picture to illustrate a given word.</p>	<p>demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment</p>	<p>RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students: *Consistent with individual plans, when appropriate.</p> <p>English Language Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read.</p>					

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Special Education- Play a game of Simon Says having students act out kind things (ex: Simon says open the door for a friend); role play how to give and respond to acts of kindness; Complete a hands on art project to make Eric Carle inspired pictures; Make paper bag houses that look like their home.

Gifted Students- Make a list of acts of kindness seen around the school; Make a list of noticing seen in Eric Carle's texts, including ones not in the text set; Use the internet to search for various pictures of houses around the world; Create a shared text that tells how they feel about their home.

Suggested Technological Innovations/ Use:

Listen to Reading options for deepening fluency skills: RAZ-Kids, Epic, Storyline Online, Starfall

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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.

Unit 5: Connecting to Our World

Summary of the Unit: This unit will enhance students' abilities to produce text-to-world and text-to-text connections. They will be required to think about their community, their world, and the people in it. Through the second text set, fiction and nonfiction are connected through paired texts. This will allow students to not only draw connections between texts, but begin to learn how to compare and contrast two similar books of different genres. Students will continue to build decoding skills through visual information and meaning.

Enduring Understanding:

- Readers employ strategies to help them understand text.
- A community is a place where people help each other and complete various jobs.
- Reading expands understanding of the world, its people and oneself.
- Authors write in different genres for different purposes.

Essential Questions:

- What makes a community?
- What are some characteristics of fiction and nonfiction?
- How can we describe similarities and differences of paired texts?

Whole Group Lessons: These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Response to Reading tasks (illustrations and/or written), Trimester 2 Benchmark, Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment, cold reads, vocabulary assessments, DRA2 given in January and March.

Resources:

Fountas & Pinnell Literacy Continuum
Fountas & Pinnell Guided Reading Teacher's Guide
Fountas & Pinnell Prompting Guides
Fountas & Pinnell Guided Reading texts

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Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons
Fountas & Pinnell Kindergarten Mini Lessons Book

FPC Text Sets including:

- *Living and Working Together: Community*
- *Exploring Fiction and Nonfiction*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- Whose Hat Is This? by Sharon Katz Cooper
- Let's Meet a Doctor by Bridget Heos
- Green Green: A Community Gardening Story by Marie Lamba
- Stellaluna by Jannell Cannon
- Bats by Gail Gibbons
- Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold
- A Picture Book of Harriet Tubman by David A. Adler

Chart paper & drawing materials

Reader's Notebook for each student

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
<u>Fireman Small</u>	2 lessons	- Utilize and describe meaning of new words related to the theme. -Predict what will happen next in a story when Fireman Small gets back into bed.	<u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds. <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i>	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1

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			<p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write a letter to a firefighter thanking them for the job they do.</p>		<p>SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>Lola at the Library</u></p>	<p>2 lessons</p>	<p>-Use meaning to monitor and self-correct.</p> <p>-Retell a summary of what Lola does on Tuesdays.</p>	<p><u>Mini Lesson:</u> SAS.U2.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Have students use their own name to come up with an alliteration like “Lola at the Library.” Write and illustrate their alliteration.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>I Know a Lady</u></p>	<p>2 lessons</p>	<p>-Notice when something doesn’t sound right and learn to self-correct.</p> <p>-Identify and discuss how the author and</p>	<p><u>Mini Lesson:</u> SAS.U2.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6</p>

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		illustrator show the different seasons.	<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and write about ways to be kind like the lady in the book.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>My Steps</u>	2 lessons	<p>-Notice when something doesn't look right and learn how to cross-check one kind of information (visual information) with another to self-correct.</p> <p>-Infer and talk about the girl's traits from story events.</p>	<p><u>Mini Lesson:</u> SAS.U2.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Divide paper into four sections. Draw something they do at their house in each season.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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<p><u>Alicia's Happy Day</u></p>	<p>2 lessons</p>	<p>-Notice and understand the characteristics of fiction as a genre.</p> <p>-Make content and theme connections across the Community text set.</p>	<p><u>Mini Lesson:</u> LA.U6.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw a picture of themselves saying “Hello” to someone new at school. Write a sentence about how they feel under the picture.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>Caps for Sale</u></p>	<p>3 lessons</p>	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Create a working definition of the fiction genre.</p> <p>-Predict what will happen next in the story.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> LA.U6.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5</p>

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			<ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw and write pictures to sequence the story, such as a BME organizer.</p>		<p>SL.K.6 W.K.1 W.K.3</p>
<u>Hats Hats Hats</u>	2 lessons	<p>-Notice and understand the characteristics of nonfiction as a genre.</p> <p>-Identify the book’s genre and compare it to <u>Caps for Sale</u>.</p>	<p><u>Mini Lesson:</u> LA.U6.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- List different types of hats that were seen in the book. Answer the question- <i>Which hat in the book did you think was the most interesting? What do you like about it?</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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<p><u>Piggies</u></p>	<p>2 lessons</p>	<p>-Create a working definition of the nonfiction genre.</p> <p>-Describe how the pigs in the story are different from real pigs.</p>	<p><u>Mini Lesson:</u> LA.U6.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write sentences to answer the question- <i>What do the piggies do?</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>All Pigs Are Beautiful</u></p>	<p>3 lessons</p>	<p>-Understand that fiction books are imagined by the author.</p> <p>-Understand that nonfiction authors tell about people, animals, places, and things.</p> <p>-Identify the genre and compare to <u>Piggies</u>.</p>	<p><u>Mini Lesson:</u> LA.U6.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U6.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1</p>

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			<ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write facts you learned about pigs.</p>		W.K.3
<u>Good Morning, Chick</u>	3 lessons	<p>-Understand that writer’s tell stories in fiction books.</p> <p>-Understand that nonfiction writers provide facts about a topic.</p> <p>-Name how the chick is feeling.</p>	<p><u>Mini Lesson:</u> LA.U6.RML7</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U6.RML8</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Respond to the prompt- <i>What does Speckled</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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			<i>Hen teach the chick to do in this story? What else might she teach him?</i>		
<u>Chickens Aren't the Only Ones</u>	2 lessons	<p>-Notice and understand when a book is fiction or nonfiction.</p> <p>-Gain new information about animals that lay eggs.</p>	<p><u>Mini Lesson:</u> LA.U6.RML9</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- <i>Which egg laying animal in this book do you think is the most interesting? Why do you like it?</i></p> <p>-Administer a kindergarten level appropriate cold read to assess students' comprehension skills. Assess learned vocabulary by drawing a picture to illustrate a given word and using it in a sentence.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment</p>	<p>ELA:</p> <p>RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students: *Consistent with individual plans, when appropriate.</p>					

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English Language Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read.

Special Education- Play an “I’m thinking of someone who…” community helper game; create a big book where students draw a favorite place in town they like to go; visit the library and search for nonfiction texts that follow the characteristics learned about.

Gifted Students- Make a street map of the neighborhood drawing and labeling important places; write letters to community helpers; show students how to complete a Venn diagram to compare texts.

Suggested Technological Innovations/ Use:

Listen to Reading options for deepening fluency skills: RAZ-Kids, Epic, Storyline Online, Starfall

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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.

Unit 6: Silly Stories

Summary of the Unit: This unit begins to get students to delve more deeply into the actual words on the page of a book. Students will study features of the words and how they enhance the engagement of the story. They will also read stories that have a lesson, message or moral. Students will determine what the lesson is and how it can be applied to their own life. This will require them to think more deeply about the books than they have before. Students will study features and characteristics of classic animal tales. They will continue to develop their writing skills by writing about reading.

Enduring Understanding:

- Writers use different features of figurative language to make their work more exciting.
- People pass on stories through generations to teach a lesson.
- Readers read to learn new things about life.

Essential Questions:

- How do writers make stories fun to read?
- Why are traditional stories important to people?
- How do books teach readers lessons or convey a message?

Whole Group Lessons: These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Response to Reading tasks (illustrations and/or written), Trimester 2 Benchmark, Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment, cold reads, vocabulary assessments, DRA2 given in January and March.

Resources:

Fountas & Pinnell Literacy Continuum
Fountas & Pinnell Guided Reading Teacher's Guide
Fountas & Pinnell Prompting Guides
Fountas & Pinnell Guided Reading texts
Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

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Fountas & Pinnell Reading Mini Lessons Book

FPC Text Sets including:

- *Having Fun With Language*
- *Exploring Animal Tales*
- *Sharing Stories: Folktales*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- There's a Wocket in my Pocket by Dr. Seuss
- Llama Llama Red Pajama by Anna Dewdney
- Roller Coaster by Marla Frazee
- Fredrick by Leo Lionni
- Harry the Dirty Dog by Gene Zion
- Lon Po Po by Ed Young
- Strega Nona by Tomie DiPaolo

Chart paper & drawing materials

Reader's Notebook for each student

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSL Standards
<u>Creak! Said the Bed</u>	3 lessons	- Utilize and describe meaning of new words related to the theme. -Use the names of authors and titles of books when writing about reading.	<u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds. <u>Mini Lesson:</u> WAR.U4.RML1 <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1

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		<p>-Identify the sounds effects and how they enhance the story.</p>	<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write a sound word big in the middle of your paper. Illustrate the word.</p>	<p>-Respond to Reading independent and shared writing activities</p>	<p>SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>Rattletrap Car</u>	2 lessons	<p>-Notice how a character in a story feels and draw or write about it.</p> <p>-Predict what will happen next to the car in the story.</p>	<p><u>Mini Lesson:</u> WAR.U4.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a sequencing graphic organizer to retell the story.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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<p><u>Max Found Two Sticks</u></p>	<p>2 lessons</p>	<p>-Write and draw about the problem in a fiction story and tell how it is solved.</p> <p>-Infer Max’s intentions, feelings, and motivations.</p>	<p><u>Mini Lesson:</u> WAR.U4.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Respond to the prompt- <i>What makes sounds in Max’s world?</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>Charlie Parker Played Be Bop</u></p>	<p>2 lessons</p>	<p>-Write and draw about where the story takes place to share thinking about fiction books.</p> <p>-Discuss Chris Raschka’s use of rhythm, rhyme, and alliteration.</p>	<p><u>Mini Lesson:</u> WAR.U4.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1</p>

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			Independent Respond to Reading- After playing a recording of Charlie Parker’s music, answer the question- <i>How does Charlie Parker’s music make you feel?</i>		W.K.3
<u>The Little Red Hen</u>	3 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Write and draw about what a character in a fiction story is like.</p> <p>-Infer the lesson in the story.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> WAR.U4.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Create a two column chart labeled “Beginning of Story” and “End of Story.” Write what the characters say at the beginning and end of the story to notice how it changes.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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<p><u>The Three Bears</u></p>	<p>3 lessons</p>	<p>-Compose innovations on very familiar texts by changing the ending.</p> <p>-Notice and understand the characteristics of animal tales as a genre.</p> <p>-Infer the lesson learned from the story.</p>	<p><u>Mini Lesson:</u> WAR.U4.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U7.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write another page of the book where Goldilocks gets into other belongings of the bears in the same style as the author and illustrator.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>The Three Little Pigs</u></p>	<p>3 lessons</p>	<p>-Understand the different things to write about fiction books in a reader’s notebook.</p>	<p><u>Mini Lesson:</u> WAR.U4.RML7</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U7.RML2</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7</p>

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		<p>-Create a working definition of the animal tales genre.</p> <p>-Discuss the message of the story.</p>	<ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Respond to the prompt- <i>What lesson can be learned from the story of the three little pigs?</i></p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>The Three Billy Goats Gruff</u></p>	<p>3 lessons</p>	<p>-Notice that animal characters that act like people are distinguishing characteristic of animal tales.</p> <p>-Notice and identify good and bad characters as a recurring motif in animal tales.</p> <p>-Discuss how rhyme, onomatopoeia, and</p>	<p><u>Mini Lesson:</u> LA.U7.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U7.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6</p>

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		<p>repetition enhance the story.</p>	<p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Divide paper into four sections. In each section, write a sentence to describe each billy goat and the troll.</p>		<p>W.K.1 W.K.3</p>
<p><u>The Gingerbread Boy</u></p>	<p>3 lessons</p>	<p>- Utilize and describe meaning of new words related to the theme.</p> <p>-Understand the story outcomes typical of animal tales.</p> <p>-List the characteristics of a folktale.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> LA.U7.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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			Independent Respond to Reading- Complete Independent Writing in lesson folder.		
<u>The Elves and the Shoemaker</u>	2 lessons	<p>-Understand that the number three is often a recurring motif in animal tales.</p> <p>-Infer the story’s lesson.</p>	<p><u>Mini Lesson:</u> LA.U7.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write about a lesson that you learned from the story.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>The Magic Fish</u>	2 lessons	<p>-Understand that animal tales often have words that are repeated.</p> <p>-Connect lessons about greed to their own lives.</p>	<p><u>Mini Lesson:</u> LA.U7.RML7</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5</p>

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			<p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Make a list of “threes” that occur in the folktales read this week.</p>		<p>SL.K.6 W.K.1 W.K.3</p>
<u>Stone Soup</u>	2 lessons	<p>-Understand that a book talk is a way to recommend books to classmates.</p> <p>-Identify when characters are clever or greedy, and when they learn a lesson.</p>	<p><u>Mini Lesson:</u> LA.U4.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Create a shopping list of ingredients needed to make stone soup.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>Stone Soup</u>	2 lessons	<p>-Understand the kind of information to tell when giving a book talk.</p> <p>-Make connections about folktales across read-aloud texts.</p>	<p><u>Mini Lesson:</u> LA.U4.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9</p>

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			<ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write about the lesson learned from the story.</p> <p>-Administer a kindergarten level appropriate cold read to assess students’ comprehension skills. Assess learned vocabulary by drawing a picture to illustrate a given word and using it in a sentence.</p>	<p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment.</p>	<p>RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students: *Consistent with individual plans, when appropriate.</p> <p>English Language Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read.</p> <p>Special Education- Record one of the stories with sound effects, allowing the students to make the sounds and listen to the story when they are done; Act out the animals and the lessons they learned in your favorite animal tale; Perform a Reader’s Theater of one of the folktales.</p> <p>Gifted Students- Write poems using the fun language learned from the books; Make a list of noticings that are the same in each of the animal tales; Perform a Reader’s Theater of one of the folktales.</p>					
<p>Suggested Technological Innovations/ Use: Listen to Reading options for deepening fluency skills: RAZ-Kids, Epic, Storyline Online, Starfall</p>					

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Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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.

Unit 7: The World Around Us

Summary of the Unit: This unit combines a variety of genres as children enter their final trimester of kindergarten. At this stage of the year, all or most students are reading independently. The text sets included help students fine tune various strategies and connections they need to make as readers by providing examples of text to world and text to text connections. They will apply science content knowledge to understand their footprint on the Earth and how we can share the Earth with animals. Students will participate in an author study of Lois Ehlert’s work and model illustrations after what they observed. They will also learn the important lesson of accepting differences in others around them and in themselves.

Enduring Understanding:

- Reading expands understanding of the world, its people and oneself.
- As people, we share our Earth with animals and it is important to learn about how they live.
- All children are different and we embrace the qualities that make them unique.
- Talking about books helps us to understand them better.

Essential Questions:

- Why are animals important?
- What are some characteristics of Lois Ehlert’s work?
- What makes every person special?
- How can we appropriately discuss books with each other?

Whole Group Lessons: These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Response to Reading tasks (illustrations and/or written), Trimester 2 Benchmark, Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment, cold reads, vocabulary assessments, DRA2 given in January, March and June.

Resources:

Fountas & Pinnell Literacy Continuum
Fountas & Pinnell Guided Reading Teacher’s Guide

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Fountas & Pinnell Prompting Guides
 Fountas & Pinnell Guided Reading texts
 Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons
 Fountas & Pinnell Reading Mini Lessons Book

FPC Text Sets including:

- *Sharing the Earth: Animals*
- *Lois Ehlert: Bringing Color and Texture to Life*
- *Learning How to Be Yourself*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- Mama Built a Little Nest by Jennifer Ward
- “What If You Had” Animal series
- Planting a Rainbow by Lois Ehlert
- Leaf Man by Lois Ehlert
- Holey Moley by Lois Ehlert
- Giraffes Can’t Dance by Giles Andreae
- Chrysanthemum by Kevin Henkes
- Tacky the Penguin by Helen Lester

Chart paper & drawing materials

Reader’s Notebook for each student

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
<u>Rain</u>	3 lessons	- Utilize and describe meaning of new words related to the theme.	<u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4

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		<p>-Share something you learned from a nonfiction book when you give a book talk.</p> <p>-Use background knowledge to describe settings, problems, and characters.</p>	<p><u>Mini Lesson:</u> LA.U4.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a week long research project. Choose an animal from the books in the unit. Use the books and other research tools (library, internet, magazines, etc.) to write nonfiction facts about the animals.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3 Science: K-ESS2-2</p>
<u>Actual Size</u>	2 lessons	<p>-Share an interesting or funny part of a book to engage other readers.</p> <p>-Identify that the book is nonfiction because it has facts and information about animals.</p>	<p><u>Mini Lesson:</u> LA.U4.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>	<p>ELA: RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10 RF.K.1 SL.K.1</p>

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			<ul style="list-style-type: none"> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a week long research project. Choose an animal from the books in the unit. Use the books and other research tools (library, internet, magazines, etc.) to write nonfiction facts about the animals.</p>	<p>-Respond to Reading independent and shared writing activities</p>	<p>SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.2 W.K.3</p> <p>Science: K-ESS2-2</p>
<p><u>Elephants</u> <u>Swim</u></p>	<p>2 lessons</p>	<p>-Speak with confidence and enthusiasm and use the appropriate rate and volume of speech.</p> <p>-Make connections about animals across texts that are read aloud.</p>	<p><u>Mini Lesson:</u> LA.U4.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a week long research project. Choose an animal from the books in the</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.2 W.K.3</p> <p>Science: K-ESS2-2</p>

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			unit. Use the books and other research tools (library, internet, magazines, etc.) to write nonfiction facts about the animals.		
<u>Every Autumn Comes the Bear</u>	2 lessons	<p>-Understand how to use the book and body language in a book talk.</p> <p>-Gain and utilize new information about bears and other animals from text and illustrations.</p>	<p><u>Mini Lesson:</u> LA.U4.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a week long research project. Choose an animal from the books in the unit. Use the books and other research tools (library, internet, magazines, etc.) to write nonfiction facts about the animals.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p> <p>Science: K-ESS2-2</p>
<u>Snowballs</u>	3 lessons	-Utilize and describe meaning of new words related to the theme.	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> LA.U4.RML7</p>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4</p>

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		<p>-Understand how to prepare for a book talk.</p> <p>-Describe the unique style of Lois Ehlert's illustrations.</p>	<ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Use scraps of paper and craft supplies to create a snowman in the style of Lois Ehlert.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>Feathers for Lunch</u>	3 lessons	<p>-Recognize how books by the same author & illustrator are similar.</p> <p>-Express opinions about favorite books in writing and drawing and give an example to support opinions.</p> <p>-Make connections with other Lois Ehlert books.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Mini Lesson:</u> WAR.U6.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6</p>

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			<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Use scraps of paper and craft supplies to create a bird in the style of Lois Ehlert.</p>		<p>W.K.1 W.K.3</p>
<u>Top Cat</u>	3 lessons	<p>-Recognize how books by the same author & illustrator are similar.</p> <p>-Express opinions in writing about favorite authors and provide evidence for thinking.</p> <p>-Identify when Top Cat changes and learns a lesson.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Mini Lesson:</u> WAR.U6.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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			<p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Use scraps of paper and craft supplies to create a cat in the style of Lois Ehlert.</p>		
<p><u>Mole’s Hill: A Woodland Tale</u></p>	<p>3 lessons</p>	<p>-Recognize how books by the same author & illustrator are similar.</p> <p>-Express opinions in writing about favorite characters and provide evidence for thinking.</p> <p>-Express opinions about Fox and Mole.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Mini Lesson:</u> WAR.U6.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i> Independent Respond to Reading- Use scraps of paper and craft supplies to create Mole’s hill in the style of Lois Ehlert.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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<p><u>Market Day</u></p>	<p>3 lessons</p>	<p>-Recognize how books by the same author & illustrator are similar.</p> <p>-Compose a letter to share opinions about a book they love.</p> <p>-Recreate the unique style of Lois Ehlert's illustrations.</p>	<p><u>Mini Lesson:</u> LA.U3.RML1-2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p>(Repeat daily during author study)</p> <p><u>Mini Lesson:</u> WAR.U6.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Use scraps of paper and craft supplies to create a scene of their choice from any of the books read in the style of Lois Ehlert.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>The Pig in the Pond</u></p>	<p>3 lessons</p>	<p>-Utilize and describe meaning of new words related to the theme.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3</p>

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		<p>-Infer character traits</p> <p>-Infer the pig’s and other characters’ feelings.</p>	<p><u>Mini Lesson:</u> LA.U15.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a BME graphic organizer.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>Three Hens and a Peacock</u></p>	<p>2 lessons</p>	<p>-Notice characters and their behavior.</p> <p>-Connect lessons learned in the story to their own lives.</p>	<p><u>Mini Lesson:</u> LA.U15.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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			Independent Respond to Reading- Complete a Venn diagram to compare and contrast the hens and the peacock.		
<u>Harold Finds a Voice</u>	2 lessons	-Infer characters' feelings and motivations. -Identify when Harold finds his voice.	<p><u>Mini Lesson:</u> LA.U15.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Create a character web that describes Harold's character traits.</p>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	<p>ELA:</p> <p>RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>Ruby the Copycat</u>	2 lessons	-Think deeply about characters. -Identify the message about individuality.	<p><u>Mini Lesson:</u> LA.U15.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> 	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes	<p>ELA:</p> <p>RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1</p>

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			<ul style="list-style-type: none"> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Answer the prompt: <i>Ruby shows her classmates who she really is by showing them her special hop. What is something special you do that is different from other children?</i></p> <p>-Administer a kindergarten level appropriate cold read to assess students’ comprehension skills. Assess learned vocabulary by drawing a picture to illustrate a given word and using it in a sentence.</p>	<p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment.</p>	<p>SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>I Like Me!</u>	2 lessons	<p>-Express whether one would behave like a character in a story.</p> <p>-Infer the pig’s feelings and motivations.</p>	<p><u>Mini Lesson:</u> LA.U15.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment.</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1</p>

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			<p>Independent Respond to Reading-Trace students' bodies on butcher paper. Allow them to decorate them with pictures of things that make them unique.</p> <p>-Administer a kindergarten level appropriate cold read to assess students' comprehension skills. Assess learned vocabulary by drawing a picture to illustrate a given word and using it in a sentence.</p>		W.K.3
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students: *Consistent with individual plans, when appropriate.</p> <p>English Language Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read</p> <p>Special Education- Take a nature walk to try to find some animals that live in our community and record observations; use construction paper to create an illustration in the style of Lois Ehlert; role play different scenes from the stories in the text set and discuss how the characters felt.</p> <p>Gifted Students- Create a big book of facts learned about animals; create a list of noticing of common characteristics across Lois Ehlert's texts; challenge students with problem solving games</p>					
<p>Suggested Technological Innovations/ Use: Listen to Reading options for deepening fluency skills: RAZ-Kids, Epic, Storyline Online, Starfall</p>					
<p>Cross Curricular/ 21st Century Connections: 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>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.</p>					

Unit 8: Fluency and Facts

Summary of the Unit: This unit again mixes various genres to allow approaching first graders to expand their thinking about different types of texts. As students begin to mature, they become more able to identify their feelings and learn how to control them. A nonfiction text set continues to develop students' ability to identify the differences between fiction and nonfiction, and the main idea of informational texts. The students will be able to participate in read alouds by picking up on repetitive text and filling in what they think might be an appropriate rhyming word. This will compile their phonics skills learned in kindergarten. The students will develop their reading fluency through a set of Mini lessons targeted toward making their reading sound like talking. They will also compile knowledge gained from nonfiction texts.

Enduring Understanding:

- Learning to identify and control our feelings helps us to feel better.
- Nonfiction books give important information about real people, places, and things.
- Repeating patterns and rhymes are fun to read aloud.

Essential Questions:

- Why is it important to understand your feelings?
- What is the writer's reason for writing?
- What makes stories fun to read aloud together?

Whole Group Lessons: These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Response to Reading tasks (illustrations and/or written), Trimester 2 Benchmark, Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment, cold reads, vocabulary assessments, DRA2 given in January, March and June.

Resources:

Fountas & Pinnell Literacy Continuum

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Fountas & Pinnell Guided Reading Teacher’s Guide
 Fountas & Pinnell Prompting Guides
 Fountas & Pinnell Guided Reading texts
 Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons
 Fountas & Pinnell Kindergarten Mini Lessons Book

FPC Text Sets including:

- *Understanding Feelings*
- *Exploring Nonfiction*
- *Rhythm and Rhyme: Joyful Language*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- Glad Monster Sad Monster by Ed Emberly
- Sometimes I’m Bombaloo by Rachel Vail
- Llama Llama Mad at Mama by Anna Dewdney
- Various nonfiction texts
- Tikki Tikki Tembo by Arlene Mosel
- The Napping House by Audrey Wood

Chart paper & drawing materials

Reader’s Notebook for each student

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
<u>The Feelings Book</u>	2 lessons	- Utilize and describe meaning of new words related to the theme. -Use information from the pictures and words to understand where a story happens.	<u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds. <u>Mini Lesson:</u> LA.U12.RML1 <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> 	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9

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		<p>-Act out the characters' feelings.</p>	<p style="text-align: center;">- <i>Share</i></p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a feelings book for the week. Each day write about a different feeling and what made you feel that way. Illustrate it.</p>		<p>RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>Mouse Was Mad</u></p>	<p>2 lessons</p>	<p>-Recognize and understand that stories happen in a variety of places and that a single story can have more than one lesson.</p> <p>-Describe how Mouse learns a lesson.</p>	<p><u>Mini Lesson:</u> LA.U12.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.2 W.K.3</p>

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			Independent Respond to Reading- Complete a feelings book for the week. Each day write about a different feeling and what made you feel that way. Illustrate it.		
<u>When Sophie Gets Angry- Really, Really Angry</u>	2 lessons	<p>-Learn how a reader’s voice changes when reading a sentence that ends with a period.</p> <p>-Learn how a reader’s voice changes when reading a sentence that ends with a question mark.</p> <p>-Make connections to their own experiences with anger.</p>	<p><u>Mini Lesson: SAS.U3.RML1</u></p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson: SAS.U3.RML2</u></p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a feelings book for the week. Each day write about a different feeling and what made you feel that way. Illustrate it.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.2 W.K.3</p>

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<p><u>Harriet, You'll Drive Me Wild!</u></p>	<p>2 lessons</p>	<p>-Learn how to read sentences with exclamation points to reflect the meaning of the story.</p> <p>-Learn how a reader's voice changes to make words written in bold letters sound important.</p> <p>-Discuss the messages about feelings and family.</p>	<p><u>Mini Lesson:</u> SAS.U3.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> SAS.U3.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a feelings book for the week. Each day write about a different feeling and what made you feel that way. Illustrate it.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.2 W.K.3</p>
<p><u>Tough Boris</u></p>	<p>2 lessons</p>	<p>-Learn how a reader's voice changes to make words written in all capital letters sound important.</p>	<p><u>Mini Lesson:</u> SAS.U3.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> SAS.U3.RML6</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>	<p>ELA: RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9</p>

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		<p>-Read fluently with phrasing so that the reading sounds like talking.</p> <p>-infer Boris's and the boy's feelings.</p>	<ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete a feelings book for the week. Each day write about a different feeling and what made you feel that way. Illustrate it.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RI.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.2 W.K.3</p>
<u>Shoes Shoes Shoes</u>	2 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Discuss different kinds of shoes learned about in the story.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1</p>

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			<p>Independent Respond to Reading- Answer the prompt: <i>What do your shoes look like? What activities are they good for? What do you like about them?</i></p>		<p>W.K.2 W.K.3</p>
<p><u>Building a House</u></p>	<p>2 lessons</p>	<p>-Write and draw about the topic of a nonfiction book in a reader's notebook.</p> <p>-Retell the steps involved in building a house.</p>	<p><u>Mini Lesson:</u> WAR.U5.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Answer the prompt: <i>Does your home look like the house in this book? In what ways is it the same? How is it different?</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.2 W.K.3</p>
<p><u>How to Hide a Butterfly</u></p>	<p>2 lessons</p>	<p>-Notice when you have learned something new from reading and write about it in a reader's notebook.</p>	<p><u>Mini Lesson:</u> WAR.U5.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>	<p>ELA: RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9</p>

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		<p>-Discuss how and why animals use camouflage.</p>	<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete Independent Writing activity in the lesson folder.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RI.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.2 W.K.3</p>
<p><u>A Fruit is a Suitcase for Seeds</u></p>	<p>2 lessons</p>	<p>-Draw and write about interesting facts from a nonfiction book in a reader’s notebook.</p> <p>-Acquire new vocabulary and use it in discussion.</p>	<p><u>Mini Lesson:</u> WAR.U5.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete Independent Writing activity in the lesson folder.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.2 W.K.3</p>

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<p><u>I Love Our Earth</u></p>	<p>2 lessons</p>	<p>-Understand there are different ways to write about nonfiction books.</p> <p>-Identify the author’s purpose.</p>	<p><u>Mini Lesson:</u> WAR.U5.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete Independent Writing activity in the lesson folder.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.2 W.K.3</p>
<p><u>The Doorbell Rang</u></p>	<p>2 lessons</p>	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Understand that the facts in a nonfiction book are all related.</p> <p>-Predict who will ring the doorbell and what will happen to the cookies.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> LA.U9.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RF.K.2 SL.K.1 SL.K.2 SL.K.5</p>

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			<ul style="list-style-type: none"> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Answer the prompt: <i>When have you shared with someone? How did it make you feel?</i></p>		<p>SL.K.6 W.K.1 W.K.3</p>
<u>Mary Wore Her Red Dress</u>	2 lessons	<p>-Understand that nonfiction books include information and facts about a topic the author knows and cares about.</p> <p>-Identify the repetitive language in the text and use it to participate in the story.</p>	<p><u>Mini Lesson:</u> LA.U9.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write a verse in the style of the story using the names of friends in the class.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RF.K.2 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>Over on the Farm</u>	2 lessons	<p>-Notice that some nonfiction writers organize information in the order that it happens.</p>	<p><u>Mini Lesson:</u> LA.U9.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4</p>

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		<p>- Identify the repetitive language in the text and use it to participate in the story.</p>	<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw a picture of an animal on the farm and write a fact about it.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RF.K.2 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>When It Starts to Snow</u></p>	<p>2 lessons</p>	<p>-Recognize and understand that authors of nonfiction texts can tell about different kinds of people and places.</p> <p>-Understand that a writer has a purpose in writing about a topic.</p> <p>- Identify the repetitive language in the text and use it to participate in the story.</p>	<p><u>Mini Lesson:</u> LA.U9.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U9.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RF.K.2 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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			<p>Independent Respond to Reading- Answer the prompt: <i>What can you do in the snow? Where can you go?</i></p>		
<u>Sleepy Bears</u>	3 lessons	<p>-Think about what they know about a topic before reading a nonfiction book.</p> <p>-Think about newly acquired knowledge after reading nonfiction.</p> <p>- Identify the repetitive language in the text and use it to participate in the story.</p>	<p><u>Mini Lesson:</u> LA.U9.RML6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U9.RML7</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Answer the prompt: <i>Which bear’s adventure would you most like to have? Why?</i></p> <p>-Administer a kindergarten level appropriate cold read to assess students’ comprehension skills. Assess learned vocabulary by</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment.</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RF.K.2 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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			drawing a picture to illustrate a given word and using it in a sentence.		
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students: *Consistent with individual plans, when appropriate.</p> <p>English Language Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read</p> <p>Special Education- Sing “If You’re Happy and You Know It” subbing in different feelings and acting them out; create a “What We Learned” bulletin board to display facts from the texts; create a rhyming book.</p> <p>Gifted Students- Write about a time that they had an exceptionally strong feeling; use the internet to look up more information about one of the topics read about in the text set; create a nursery rhyme following a familiar pattern.</p>					
<p>Suggested Technological Innovations/ Use: Listen to Reading options for deepening fluency skills: RAZ-Kids, Epic, Storyline Online, Starfall</p>					
<p>Cross Curricular/ 21st Century Connections: 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>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.</p>					

Unit 9: Moving Up!

Summary of the Unit: This unit wraps up the kindergarten reading curriculum. It incorporates one final author study, as it increases the details available for students to notice. It reinforces the common theme of embracing differences and allowing yourself to be unique. It draws on the previous taught skill of using background knowledge and text structure to understand how cumulative tales work. Students will be introduced to skills necessary to succeed in first grade. At the end of this unit, students will have been exposed to all relevant kindergarten genres, structures, skills, and strategies.

Enduring Understanding:

- Authors and illustrators have specific styles that are often seen in their stories.
- The world is more interesting when everyone isn't the same.
- Patterns in text can help you make predictions and remember what happened in the story.

Essential Questions:

- What are some things to notice that are similar across an author's body of work?
- Why is it important to celebrate differences?
- Why are cumulative tales important to people?

Whole Group Lessons: These skills are applicable to the books in this text set and focus on the launch of Daily 5 and classroom routines. The books should be utilized as mentor texts. Mini lessons and IRA texts in the boxes do not necessarily have to be taught on the same day. They can be taught through discussion (turn & talk) and student led creation of anchor charts. The skills should be reinforced in guided reading lessons. Teachers should strive to teach 3 whole group lessons a day, taken from the Interactive Read Alouds, Mini lessons book, the Phonics, Spelling, and Word Study curriculum, or teacher created Shared Reading lessons.

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Response to Reading tasks (illustrations and/or written), Trimester 2 Benchmark, Features of Print Assessment, Comprehension Rubric, and Oral Language Assessment, cold reads, vocabulary assessments, DRA2 given in January, March and June.

Resources:

Fountas & Pinnell Literacy Continuum
Fountas & Pinnell Guided Reading Teacher's Guide
Fountas & Pinnell Prompting Guides

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Fountas & Pinnell Guided Reading texts
Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons
Fountas & Pinnell Reading Mini Lessons Book

FPC Text Sets including:

- *Grace Lin: Exploring Family and Culture*
- *Celebrating Differences*
- *Using Patterns: Cumulative Tales*

Optional Related Read Alouds (can be used in between FPC texts or as mentor texts for mini lessons):

- Thanking the Moon by Grace Lin
- Ling & Ting: Not Exactly the Same! by Grace Lin
- Lissy’s Friends by Grace Lin
- Elmer by David McKee
- The Colors of Us by Karen Katz
- Be Who You Are! By Todd Parr
- The Squeaky, Creaky Bed by Pat Thomson
- The Little Old Lady Who Was Not Afraid of Anything by Linda Williams

Chart paper & drawing materials

Reader’s Notebook for each student

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
<u>Bringing in the New Year</u>	3 lessons	- Utilize and describe meaning of new words related to the theme. -Gain new information from the illustrations in fiction texts.	<u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds. <u>Mini Lesson:</u> LA.U18.RML1 - <i>Mini Lesson</i> - <i>Have a Try</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7

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		<p>-Relate the New Year celebration in the story to their own celebrations.</p>	<ul style="list-style-type: none"> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Answer the prompt: <i>How does your family celebrate the New Year? How is it the same and different from the family in the story?</i></p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>Dim Sum for Everyone!</u></p>	<p>3 lessons</p>	<p>-Notice how an illustrator creates the illusion of sound and motion in illustrations.</p> <p>-Notice the details the illustrator puts in the background to communicate meaning.</p> <p>-Identify the setting of the story as a restaurant in Chinatown.</p>	<p><u>Mini Lesson:</u> LA.U18.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U18.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RF.K.2 SL.K.1 SL.K.2 SL.K.5 SL.K.6</p>

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			<ul style="list-style-type: none"> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Draw your favorite food in the illustration style of Grace Lin.</p>		<p>W.K.1 W.K.3</p>
<p><u>Fortune</u> <u>Cookie</u> <u>Fortunes</u></p>	<p>3 lessons</p>	<p>-Notice the consistent way illustrators draw characters so they are recognizable throughout the book.</p> <p>-Notice the consistent way the illustrator draws the background of the story.</p> <p>-Predict whether the fortunes in the book will come true.</p>	<p><u>Mini Lesson:</u> LA.U18.RML4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U18.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Make up your own fortunes and write them on slips</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 RF.K.2 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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			of paper. Fold them in half and share with friends.		
<u>The Ugly Vegetables</u>	3 lessons	<p>-Understand that nonfiction can have both illustrations and photographs.</p> <p>-Notice and search for information in simple graphics in a nonfiction book.</p> <p>-Notice and retell details about the gardens in the story.</p>	<p><u>Mini Lesson:</u> LA.U10.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> - <p><u>Mini Lesson:</u> LA.U10.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Complete Independent Writing activity in lesson folder.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p> <p>Science: K-ESS2-2</p>
<u>Kite Flying</u>	2 lessons	<p>-Understand that the labels on illustrations and photographs in nonfiction books offer more information.</p>	<p><u>Mini Lesson:</u> LA.U10.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9</p>

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		<p>-Make connections with other Grace Lin stories.</p>	<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Design a kite that looks like an animal. Why did you choose that animal?</p>	<p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.10 RF.K.1 RF.K.2 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>It's Okay to Be Different</u></p>	<p>3 lessons</p>	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Understand what a table of contents is and does.</p> <p>-Retell important information and details.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> LA.U11.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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			Independent Respond to Reading- Write the title of the book and the lesson learned from the story.		
<u>The Story of Ferdinand</u>	3 lessons	<p>-Notice and use sidebars to gain more information about the topic.</p> <p>-Understand and read all parts of a page in nonfiction to gain information.</p> <p>-Discuss the theme of the story.</p>	<p><u>Mini Lesson:</u> LA.U11.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U11.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write the title of the book and the lesson learned from the story.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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<p><u>Leo the Late Bloomer</u></p>	<p>3 lessons</p>	<p>-Notice and understand a simple plot with a problem and a solution.</p> <p>-Relate texts to one’s own life and use background knowledge to understand problems.</p> <p>-Identify a fiction writer’s use of time order by noting the season changes.</p>	<p><u>Mini Lesson:</u> LA.U13.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U13.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write the title of the book and the lesson learned from the story.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>The Cow That Went Oink</u></p>	<p>3 lessons</p>	<p>- Understand that the story usually ends soon after the character solves the problem.</p> <p>-Predict story outcomes.</p>	<p><u>Mini Lesson:</u> LA.U13.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U13.RML4</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7</p>

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		<p>-Infer the importance of accepting differences and helping each other out.</p>	<ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write the title of the book and the lesson learned from the story.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>Big Al</u>	2 lessons	<p>-Include the problem and solution when telling what happened in a story.</p> <p>-Infer why the little fish do not want to be friends with Big Al using text and pictures.</p>	<p><u>Mini Lesson:</u> LA.U13.RML5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1</p>

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			Independent Respond to Reading- Write the title of the book and the lesson learned from the story.		W.K.3
<u>Hattie and the Fox</u>	3 lessons	<p>-Utilize and describe meaning of new words related to the theme.</p> <p>-Notice how and why a character changes from the beginning to the end of a story.</p> <p>-Predict what will happen next in the suspense of the story.</p>	<p><u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> LA.U16.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Write the title of the book and the lesson learned from the story.</p>	<p>--Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<u>Henny Penny</u>	3 lessons	-Notice when a character learns a lesson in a story and apply this lesson to one’s own life.	<p><u>Mini Lesson:</u> LA.U16.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7</p>

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		<p>-Infer simple messages in a work of fiction.</p> <p>-Discuss how story events along the way build on each other.</p>	<p><u>Mini Lesson:</u> LA.U8.RML1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Answer the prompt: <i>What did you think was the most interesting part of the story? Why?</i></p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>
<p><u>Mr. Gumpy’s Outing</u></p>	<p>3 lessons</p>	<p>- Infer the author’s message in a nonfiction text.</p> <p>-Notice the same message across multiple works of fiction.</p> <p>-Recognize elements of animal fantasies.</p>	<p><u>Mini Lesson:</u> LA.U8.RML2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U8.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6</p>

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			<p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading- Create a comic strip to retell the events of the story.</p>		<p>W.K.1 W.K.3</p>
<p><u>My Friend Rabbit</u></p>	<p>3 lessons</p>	<p>- Notice simple text organization.</p> <p>-Identify when a writer tells a story in time order.</p> <p>-Make connections across the Cumulative Tales text set.</p>	<p><u>Mini Lesson: LA.U2.RML1</u></p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson: LA.U2.RML2</u></p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment.</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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			Independent Respond to Reading- Construct a story map of the order of events in the story.		
<u>The Enormous Potato</u>	2 lessons	<p>- Notice simple text organization in cumulative tales.</p> <p>-Retell the important events of the story using illustrations.</p>	<p><u>Mini Lesson:</u> LA.U2.RML3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <p><i>Respond to the Text – Shared/Interactive Writing</i></p> <p>Independent Respond to Reading-Write a new ending for the book.</p> <p>-Administer a kindergarten level appropriate cold read to assess students’ comprehension skills. Assess learned vocabulary by drawing a picture to illustrate a given word and using it in a sentence.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Cold read and vocabulary assessment.</p>	<p>ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3</p>

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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary; provide opportunities for partner talk about stories read

Special Education- Share different types of favorite music that we like and discuss how they are all different; sing repeating songs such as “Old McDonald Had a Farm” and sequence the events from the song;

Gifted Students- Create thumbprint art with your unique fingerprints; create illustrated sequence cards for cumulative texts;

Suggested Technological Innovations/ Use:

Listen to Reading options for deepening fluency skills: RAZ-Kids, Epic, Storyline Online, Starfall

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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.