Kindergarten Reading

Required

Arleth, Eisenhower, Truman, Wilson

Full Year

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Written by: Nicole Purcell

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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 <u>The Reading Minilessons Book.</u>

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
 - o <u>www.livebinders.com</u>
 - 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. The 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

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):

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

Chart paper & drawing materials

Topic/ Selection	Suggested Timeline per topic	General Objectives SWBAT	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS Standards
The Bus for Us	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
		-Predict what vehicle will appear next.-Identify characters' feelings and thoughts.	Read Aloud:Utilize the IRA folder tocomplete the following steps:- Introduce the Text- Read the Text- Discuss the Text	-Respond to Reading independent and shared writing activities	RL.K.4 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RF.K.1

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			 Respond to the Text Shared/Interactive Writing 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. 		RI.K.5 SL.K.1 SL.K.2 SL.K.5 SL.K.6 Social Studies: 6.1.P.A.1
Wemberly Worried	2 lessons	 -Practice how to monitor appropriate voice level. -Identify what Wemberly and Jewel are feeling. 	Mini Lesson: MGT.U1.RML1 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Draw a picture of how they could have comforted Wemberly when she was feeling sad and worried.	-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 Social Studies: 6.1.P.A.1
Look Out Kindergarten, Here I Come!	2 lessons	-Demonstrate routines for classroom transitions.	Mini Lesson: MGT.U1.RML2 - Mini Lesson - Have a Try - Summarize and Apply - Share	-Use Assess Learning 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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		-Relate the story to	ergarten Reading Curriculum Read Aloud:	-Observation through	RL.K.6
		their own experiences	Utilize the IRA folder to	discussion / anecdotal	RL.K.7
		of kindergarten.	complete the following steps:	notes	RL.K.9
		C	- Introduce the Text		RL.K.10
		-Identify what Henry	- Read the Text	-Respond to Reading	RF.K.1
		is feeling.	- Discuss the Text	independent and shared	RI.K.5
			Respond to the Text –	writing activities	SL.K.1
			Shared/Interactive Writing		SL.K.2
			0		SL.K.5
			Independent Respond to		SL.K.6
			Reading- Fold a sheet of paper in		Social
			half. Draw Henry's classroom on		Studies:
			one side. Draw their own		6.1.P.A.1
			classroom on the other side.		
Miss	2 lessons	-Demonstrate	Mini Lesson: MGT.U1.RML3	-Use Assess Learning to	ELA:
Bindergarten		expectations for	- Mini Lesson	identify behaviors that	RL.K.1
Gets Ready		listening during small	- Have a Try	demonstrate meeting of	RL.K.2
for		or whole group	- Summarize and Apply	the goal.	RL.K.3
Kindergarten		meetings.	- Share		RL.K.4
				-Observation through	RL.K.6
		-Relate the story to	Read Aloud:	discussion / anecdotal	RL.K.7
		their own experiences	Utilize the IRA folder to	notes	RL.K.9
		in kindergarten.	complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
		-Identify what the	- Read the Text	independent and shared	RI.K.5
		characters are feeling.	- Discuss the Text	writing activities	SL.K.1
					SL.K.2
			Respond to the Text –		SL.K.5
			Shared/Interactive Writing		SL.K.6
			Independent Respond to		Social
			Reading- Have children draw a		Studies:
			picture of their favorite character		6.1.P.A.1
			and label it with the character's		
			name.		

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I Love You	2 lessons	-List ways to work	Mini Lesson: MGT.U1.RML4	-Use Assess Learning to	ELA:
All Day Long		well in the class.	- Mini Lesson	identify behaviors that	RL.K.1
			- Have a Try	demonstrate meeting of	RL.K.2
		-Relate the story to	- Summarize and Apply	the goal.	RL.K.3
		their own family	- Share		RL.K.4
		relationships.		-Observation through	RL.K.6
			Read Aloud:	discussion / anecdotal	RL.K.7
		-Describe the message	Utilize the IRA folder to	notes	RL.K.9
		that parents always	complete the following steps:		RL.K.10
		love their children.	- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	RI.K.5
			- Discuss the Text	writing activities	SL.K.1
			Respond to the Text –		SL.K.2
			Shared/Interactive Writing		SL.K.5
					SL.K.6
			Independent Respond to		
			Reading- Fold a sheet of paper in		Social
			half. Draw Owen and his		Studies:
			mommy on one side. Draw a		6.1.P.A.1
			picture of themselves and a		
			loved one on the other side.		
The Eensy-	2 lessons	-Utilize and describe	Whole Group Lesson: Introduce		ELA:
Weensy		meaning of new words	thematic vocabulary words from	-Observation through	RL.K.1
Spider		related to the theme.	read alouds.	discussion / anecdotal	RL.K.2
				notes	RL.K.3
					RL.K.4
		-Recognize new	Read Aloud:	-Respond to Reading	RL.K.6
		information from	Utilize the IRA folder to	independent and shared	RL.K.7
		pictures and text.	complete the following steps:	writing activities	RL.K.9
			- Introduce the Text		RL.K.10
			- Read the Text		RF.K.1
			- Discuss the Text		RI.K.5
					SL.K.1
			Independent Respond to		SL.K.2
			Reading- Illustrate and label an		SL.K.5

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		Kiid	interacting part of the story by		SL.K.6
			interesting part of the story by		SL.K.O
D D	0.1		making thumbprint spiders.		
Baa Baa	2 lessons	-Demonstrate how to	Mini Lesson: MGT.U1.RML5	-Use Assess Learning to	ELA:
Black Sheep		problem solve	- Mini Lesson	identify behaviors that	RL.K.1
		independently.	- Have a Try	demonstrate meeting of	RL.K.2
			- Summarize and Apply	the goal.	RL.K.3
		-Identify the story as	- Share		RL.K.4
		fantasy.		-Observation through	RL.K.6
			Read Aloud:	discussion / anecdotal	RL.K.7
		-Recall the simple	Utilize the IRA folder to	notes	RL.K.9
		problem that occurs in	complete the following steps:		RL.K.10
		everyday life.	- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	RI.K.5
			- Discuss the Text	writing activities	SL.K.1
			Respond to the Text –		SL.K.2
			Shared/Interactive Writing		SL.K.5
			Independent Respond to		SL.K.6
			Reading- Draw a picture to say		
			thank you to the sheep for the		
			clothes.		
I'm a Little	2 lessons	-Practice different	Daily 5 Lesson: 3 Ways to Read	-Use Assess Learning to	ELA:
Teapot		ways to read a book.	a Book (read the pictures)	identify behaviors that	RL.K.1
<u></u>				demonstrate meeting of	RL.K.2
		-Describe how to take	Mini Lesson: MGT.U1.RML6	the goal.	RL.K.3
		care of and return	- Mini Lesson		RL.K.4
		materials and supplies	- Have a Try	-Observation through	RL.K.6
		independently.	- Summarize and Apply	discussion / anecdotal	RL.K.7
		maepenaenaj:	- Share	notes	RL.K.9
		-Infer the teapot's and	Share	notes	RL.K.10
		children's feelings by	Read Aloud:	-Respond to Reading	RF.K.1
		using pictures and	Utilize the IRA folder to	independent and shared	RI.K.5
		text.	complete the following steps:	writing activities	SL.K.1
			- Introduce the Text	withing activities	SL.K.1 SL.K.2
			- Introduce the Text - Read the Text		SL.K.5
			- Keua ine Text		SL.K.5 SL.K.6
					SL.K.0

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			- Discuss the Text		
			Respond to the Text – Shared/Interactive Writing		
<u>It's Raining,</u> <u>It's Pouring</u>	3 lessons	 -Practice different ways to read a book. -Describe how to take care of books in the classroom library. -Infer the feelings of the man and his wife, using text and pictures. 	Independent Respond to Reading- How does the teapot feel after her adventures? Draw a picture of the teapot and write feeling words around her. Daily 5 Lesson: 3 Ways to Read a Book (read the words) <u>Mini Lesson:</u> MGT.U2.RML1 - <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: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text</i> - <i>Shared/Interactive Writing</i> Independent Respond to Reading- Draw and label three different types of weather from the story.	 -Use Assess Learning 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
This is the House that Jack Built	3 lessons	-Practice different ways to read a book.	Daily 5 Lesson: 3 Ways to Read a Book (retell a story)	-Use Assess Learning to identify behaviors that	ELA: RL.K.1 RL.K.2

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			ergarten Reading Curriculum		
		- Describe how the	Mini Lesson: MGT.U2.RML2/3	demonstrate meeting of	RL.K.3
		classroom library is	- Mini Lesson	the goal.	RL.K.4
		organized to help	- Have a Try		RL.K.6
		make good book	- Summarize and Apply	-Observation through	RL.K.7
		choices and use this	- Share	discussion / anecdotal	RL.K.9
		knowledge to choose a		notes	RL.K.10
		book for independent	Read Aloud:		RF.K.1
		reading.	Utilize the IRA folder to	-Respond to Reading	RI.K.5
			complete the following steps:	independent and shared	SL.K.1
		-Predict what will	- Introduce the Text	writing activities	SL.K.2
		happen next by	- Read the Text		SL.K.5
		looking at the	- Discuss the Text		SL.K.6
		illustrations.			
			Respond to the Text –		
			Shared/Interactive Writing		
			Independent Respond to		
			Reading- Create peekaboo		
			drawings to illustrate a scene		
			from the book.		
Read to Self	1 lesson	-Practice independent	Mini Lesson: Read to Self I-	-Observe and record time	RL.K.10
Introduction		reading by using the 3	Chart/ MGT.U3.RML1	of independent reading.	RI.K.10
		ways to read a book.			RF.K.1
			-Place children around the room		RF.K.4
			strategically. Begin building		SL.K.1
			stamina. Practice every day until		
		T T.11 1	10 minutes is reached.		
Alphabet	3 lesson	-Utilize and describe	Whole Group Lesson: Introduce	-Use Assess Learning to	ELA:
<u>Under</u>		meaning of new words	thematic vocabulary words from	identify behaviors that	RL.K.1
<u>Construction</u>		related to the theme.	read alouds.	demonstrate meeting of	RL.K.2
		Duractica managing	Mini Lasson, MCT 112 DMI 4	the goal.	RL.K.3
		-Practice managing voice levels in	Mini Lesson: MGT.U2.RML4 - Mini Lesson	Observation through	RL.K.4
				-Observation through	RL.K.6
		different instructional	- Have a Try	discussion / anecdotal	RL.K.7 RL.K.9
		contexts.	- Summarize and Apply	notes	NL.N.9

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	1	Kinde	ergarten Reading Curriculum		
			- Share		RL.K.10
		-Predict what letter		-Respond to Reading	RF.K.1
		Mouse will make next.	Read Aloud:	independent and shared	RI.K.5
			Utilize the IRA folder to	writing activities	SL.K.1
			complete the following steps:	C	SL.K.2
			- Introduce the Text		SL.K.5
			- Read the Text		SL.K.6
			- Discuss the Text		
			Respond to the Text –		
			Shared/Interactive Writing		
			Independent Respond to		
			Reading- Illustrate Mouse		
			making the first letter of their		
			name.		
ABC I Like	2 lesson	-Practice putting	Mini Lesson: MGT.U2.RML5	-Use Assess Learning to	ELA:
<u>Me!</u>		books back in the	- Mini Lesson	identify behaviors that	RL.K.1
		correct basket.	- Have a Try	demonstrate meeting of	RL.K.2
			- Summarize and Apply	the goal.	RL.K.3
		-Predict what letter	- Share	- C	RL.K.4
		will appear next by		-Observation through	RL.K.6
		using prior	Read Aloud:	discussion / anecdotal	RL.K.7
		knowledge.	Utilize the IRA folder to	notes	RL.K.9
			complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	RI.K.5
			- Discuss the Text	writing activities	SL.K.1
			- Discuss the Text	writing deu vides	SL.K.2
			Passond to the Tart		SL.K.5
			Respond to the Text –		SL.K.6
			Shared/Interactive Writing		SL.K.U
			Independent Respond to		
			Reading- Fold a sheet of paper in		
			0 1 1		
			half. Draw an activity that an		

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animal is doing in the book. On	
annua is doing in the book. On	
the other half, draw themselves	
doing the same activity.	
B is for2 lesson-Utilize the variousDaily 5 Lesson: Review 3 Ways-Use Assess	s Learning to ELA:
Bulldozerways to read text.to Read a Bookidentify bell	haviors that RL.K.1
demonstrat	te meeting of RL.K.2
-Predict what the <u>Read Aloud:</u> the goal.	RL.K.3
construction workers Utilize the IRA folder to	RL.K.4
are building by using complete the following steps: -Observation	on through RL.K.6
the pictures Introduce the Text discussion	/ anecdotal RL.K.7
- <i>Read the Text</i> notes	RL.K.9
- Discuss the Text	RL.K.10
-Respond to	o Reading RF.K.1
Respond to the Text – independent	nt and shared RI.K.5
Shared/Interactive Writing writing active	ivities SL.K.1
	SL.K.2
Independent Respond to	SL.K.5
Reading- Draw and label the	SL.K.6
machine they found to be most	
interesting.	
On Market2 lesson-Identify the title onMini Lesson: LA.U1.RML1-Use Asses	s Learning to ELA:
Street the front cover of a - Mini Lesson identify bel	haviors that RL.K.1
book and use it to - Have a Try demonstrat	te meeting of RL.K.2
think about what the - <i>Summarize and Apply</i> the goal.	RL.K.3
book might be about Share	RL.K.4
-Observation	
-Infer what letter will <u>Read Aloud:</u> discussion	/ anecdotal RL.K.7
come next. Utilize the IRA folder to notes	RL.K.9
complete the following steps:	RL.K.10
- Introduce the Text -Respond to	
- Read the Text independent	nt and shared RI.K.5
- Discuss the Text writing activ	
	SL.K.2
Respond to the Text –	SL.K.5
	SL.K.6

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		N IIIQ	ergarten Keading Curriculum		
A, My Name is Alice	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.	Independent Respond to Reading- Draw a picture in the style of the text for the first letter of your name. Label it. <u>Mini Lesson:</u> LA.U1.RML2 - <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: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i>	 -Use Assess Learning 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.1 SL.K.2 SL.K.5
			Shared/Interactive Writing Independent Respond to Reading- Use Online Resource		SL.K.6
Second A. J. Mar):e:		Activity: Letter, Name, Word	1 54 14	

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.

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.

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 problemsolving 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

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 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):

- <u>Enemy Pie</u> by Derek Munson
- <u>Can I Play Too?</u> by Mo Willems
- The Name Jar by Yangsook Choi
- <u>Stick and Stone</u> by Beth Ferry
- <u>Owl Babies</u> 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. 	Whole Group Lesson: Introduce thematic vocabulary words from the read alouds.Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the TextRespond to the Text - Shared/Interactive Writing	 -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				
Don't You Feel Well, Sam?	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. 	Mini Lesson: Mini Lesson-Mini Lesson-Have a Try-Summarize and Apply-ShareRead Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text-Read the Toxt - Discuss the Text-Read the Text - Shared/Interactive WritingIndependent 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 Assess Learning 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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	T		ergarten Reading Curriculum	I	1
Write About	1 lesson	-Practice independent	Daily 5 Lesson: Write About	-Observe and record time	ELA:
Reading		writing by drawing and	Reading I-Chart	of independent writing.	RL.K.1
Introduction		labeling characters from			RL.K.2
		previously read stories.	-Show students their Reader's		RL.K.3
			Notebook. Model how to use the		RL.K.4
			first page to draw a picture of a		RL.K.6
			character read in a book and		RL.K.7
			label with traits that were		RL.K.9
			discussed. Allow students to		RL.K.10
			practice in their book by drawing		RF.K.1
			and labeling Kyla or Sam.		SL.K.1
			Practice whole group each day,		SL.K.2
			timing and building stamina until		SL.K.5
			students are able to do it		SL.K.6
			independently. Utilize		W.K.1
			Independent Writing prompts in		W.K.3
			the Reader's Notebook or		
			graphic organizers.		Social
					Studies:
					6.1.P.D.1
					6.1.P.D.2
					6.1.P.D.3
					6.1.P.D.4
Jonathan and	2 mini	-Develop guidelines for	Mini Lesson: LA.U1.RML4	-Use Assess Learning to	ELA:
<u>His Mommy</u>	lesson	the engagement routine	- Mini Lesson	identify behaviors that	RL.K.1
		of turn and talk.	- Have a Try	demonstrate meeting of	RL.K.2
			- Summarize and Apply	the goal.	RL.K.3
			- Share	_	RL.K.4
				-Observation through	RL.K.6
		-Infer the feelings of	Read Aloud:	discussion / anecdotal	RL.K.7
		Jonathan and his mom.	Utilize the IRA folder to	notes	RL.K.9
			complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2

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			Respond to the Text –		SL.K.5			
			Shared/Interactive Writing		SL.K.6			
					W.K.1			
			Independent Respond to		W.K.3			
			Reading- Draw and label you		Social			
			and Jonathan doing one of the		Studies:			
			fun activities from the story.		6.1.P.D.1			
					6.1.P.D.2			
					6.1.P.D.3			
					6.1.P.D.4			
Elizabeti's	2 lessons	-Identify places in a	Mini Lesson: LA.U1.RML5	-Use Assess Learning to	ELA:			
<u>Doll</u>		book to talk about with	- Mini Lesson	identify behaviors that	RL.K.1			
		others.	- Have a Try	demonstrate meeting of	RL.K.2			
			- Summarize and Apply	the goal.	RL.K.3			
			- Share		RL.K.4			
				-Observation through	RL.K.6			
		-Make connections	Read Aloud:	discussion / anecdotal	RL.K.7			
		among families in the	Utilize the IRA folder to	notes	RL.K.9			
		text set.	complete the following steps:		RL.K.10			
			- Introduce the Text	-Respond to Reading	RF.K.1			
			- Read the Text	independent and shared	SL.K.1			
			- Discuss the Text	writing activities	SL.K.2			
					SL.K.5			
			Respond to the Text –		SL.K.6			
			Shared/Interactive Writing		W.K.1			
					W.K.3			
			Independent Respond to					
			Reading- Which of Elizabeti's		Social			
			actions do you think is the most		Studies:			
			caring? Draw and label a picture		6.1.P.D.1			
			of Elizabeti doing those things.		6.1.P.D.2			
					6.1.P.D.3			
					6.1.P.D.4			

Kindergarten Reading Curriculum							
Where Are	2 lessons	-Understand what it	Mini Lesson: LA.U1.RML6	-Use Assess Learning to	ELA:		
You Going,		means to reread and	- Mini Lesson	identify behaviors that	RL.K.1		
Little Mouse?		why it can help to notice	- Have a Try	demonstrate meeting of	RL.K.2		
		and learn more.	- Summarize and Apply	the goal.	RL.K.3		
			- Share		RL.K.4		
				-Observation through	RL.K.6		
		-Relate texts to their	Read Aloud:	discussion / anecdotal	RL.K.7		
		own lives by thinking	Utilize the IRA folder to	notes	RL.K.9		
		about if they have ever	complete the following steps:		RL.K.10		
		felt like little mouse.	- Introduce the Text	-Respond to Reading	RF.K.1		
			- Read the Text	independent and shared	SL.K.1		
			- Discuss the Text	writing activities	SL.K.2		
					SL.K.5		
			Respond to the Text –		SL.K.6		
			Shared/Interactive Writing		W.K.1		
					W.K.3		
			Independent Respond to		~		
			Reading- Draw a picture of how		Social		
			Little Mouse feels. Write a		Studies:		
			sentence to describe his feelings.		6.1.P.D.1		
					6.1.P.D.2		
					6.1.P.D.3		
D. L.					6.1.P.D.4		
Read to	1 lesson	-Practice behaviors and	Daily 5 Lesson: Review I-charts	-Observation through	ELA:		
Self/Write		procedures necessary for	made for Read to Self and Write	discussion / anecdotal	RL.K.1		
About		Daily 5 and the literacy	About Reading.	notes	RL.K.2		
Reading		block.			RL.K.3		
			Divide the class in half. Have	-Respond to Reading	RL.K.4		
			one half reading to self and the	independent and shared	RL.K.6		
			other half writing about reading.	writing activities	RL.K.7		
			Work for 10 minutes and then		RL.K.9		
			switch. Monitor for behavior and		RL.K.10		
			accurate completion of centers.		RF.K.1		
			Do this each day until		SL.K.1		
					SL.K.2		

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	r	Kindo	ergarten Keading Curriculum		T
			independent enough to pull short		SL.K.5
			small groups.		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
A Visitor for	3 lessons	-Utilize and describe	Whole Group Lesson: Introduce	-Use Assess Learning to	ELA:
Bear		meaning of new words	thematic vocabulary words from	identify behaviors that	RL.K.1
		related to the theme.	the read alouds.	demonstrate meeting of	RL.K.2
				the goal.	RL.K.3
		-Describe a reader's	Mini Lesson: WAR.U1.RML1		RL.K.4
		notebook as a special	- Mini Lesson	-Observation through	RL.K.6
		place to collect thinking	- Have a Try	discussion / anecdotal	RL.K.7
		about oneself and books.	- Summarize and Apply	notes	RL.K.9
			- Share		RL.K.10
				-Respond to Reading	RF.K.1
		-Recognize and discuss	Read Aloud:	independent and shared	SL.K.1
		the message of	Utilize the IRA folder to	writing activities	SL.K.2
		friendship in the story.	complete the following steps:		SL.K.5
		1 5	- Introduce the Text		SL.K.6
			- Read the Text		W.K.1
			- Discuss the Text		W.K.3
			Discuss the Text		
			Respond to the Text –		Social
			Shared/Interactive Writing		Studies:
					6.1.P.D.1
			Independent Respond to		6.1.P.D.2
			Reading- Draw a picture of what		6.1.P.D.3
			Bear and Mouse will do now that		6.1.P.D.4
			bear and mouse will do now that		

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			they are friends. Label or write a			
			sentence.			
Big Al and	2 lessons	-Draw and write to tell	Mini Lesson: WAR.U1.RML2	-Use Assess Learning to	ELA:	
Shrimpy		about oneself	- Mini Lesson	identify behaviors that	RL.K.1	
			- Have a Try	demonstrate meeting of	RL.K.2	
			- Summarize and Apply	the goal.	RL.K.3	
			- Share		RL.K.4	
				-Observation through	RL.K.6	
		-Describe the message	Read Aloud:	discussion / anecdotal	RL.K.7	
		that size doesn't matter.	Utilize the IRA folder to	notes	RL.K.9	
			complete the following steps:		RL.K.10	
			- Introduce the Text	-Respond to Reading	RF.K.1	
			- Read the Text	independent and shared	SL.K.1	
			- Read the Text - Discuss the Text	writing activities	SL.K.1 SL.K.2	
			- Discuss the Text	writing activities	SL.K.2 SL.K.5	
			Dense la de Terre		SL.K.6	
			Respond to the Text –		W.K.1	
			Shared/Interactive Writing			
					W.K.3	
			Independent Respond to		a • 1	
			Reading- Make a list of ways to		Social	
			help a friend.		Studies:	
					6.1.P.D.1	
					6.1.P.D.2	
					6.1.P.D.3	
					6.1.P.D.4	
I'm the Best	2 lessons	-Draw and write about	Mini Lesson: WAR.U1.RML3 &	-Use Assess Learning to	ELA:	
		families and friends in a	4	identify behaviors that	RL.K.1	
		reader's notebook.	- Mini Lesson	demonstrate meeting of	RL.K.2	
			- Have a Try	the goal.	RL.K.3	
			- Summarize and Apply		RL.K.4	
			- Share	-Observation through	RL.K.6	
				discussion / anecdotal	RL.K.7	
				notes	RL.K.9	
					RL.K.10	

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		Kind	bayreville Public Schools ergarten Reading Curriculum		
		-Think and discuss what	Read Aloud:	-Respond to Reading	RF.K.1
		the characters are	Utilize the IRA folder to	independent and shared	SL.K.1
		feeling.	complete the following steps:	writing activities	SL.K.2
			- Introduce the Text		SL.K.5
		-Recognize the message	- Read the Text		SL.K.6
		that it's not nice to brag.	- Discuss the Text		W.K.1
					W.K.3
			Respond to the Text –		
			Shared/Interactive Writing		
					Social
			Independent Respond to		Studies:
			Reading- Is Dog a good friend?		6.1.P.D.1
			Why or why not? Illustrate and		6.1.P.D.2
			label the response.		6.1.P.D.3
					6.1.P.D.4
<u>Jessica</u>	2 mini	-Draw and write about	Mini Lesson: WAR.U1.RML5 &	-Use Assess Learning to	ELA:
	lesson	things one likes to do at	6	identify behaviors that	RL.K.1
		home and school.	- Mini Lesson	demonstrate meeting of	RL.K.2
			- Have a Try	the goal.	RL.K.3
			- Summarize and Apply		RL.K.4
			- Share	-Observation through	RL.K.6
				discussion / anecdotal	RL.K.7
		-Infer Ruthie's feelings	Read Aloud:	notes	RL.K.9
		and motivations.	Utilize the IRA folder to		RL.K.10
			complete the following steps:	-Respond to Reading	RF.K.1
			- Introduce the Text	independent and shared	SL.K.1
			- Read the Text	writing activities	SL.K.2
			- Discuss the Text		SL.K.5
					SL.K.6
			Respond to the Text –		W.K.1
			Shared/Interactive Writing		W.K.3
			Independent Respond to		Social
			Reading- Draw and write about		Studies:
			an imaginary friend you have		6.1.P.D.1

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	Γ	Kinde	ergarten Reading Curriculum		
			had or would like to have like		6.1.P.D.2
			Ruthie. What would you do with		6.1.P.D.3
			your imaginary friend?		6.1.P.D.4
Yo! Yes?	2 lessons	-Draw and write about	Mini Lesson: WAR.U1.RML7	-Use Assess Learning to	ELA:
		places one likes to go.	- Mini Lesson	identify behaviors that	RL.K.1
			- Have a Try	demonstrate meeting of	RL.K.2
			- Summarize and Apply	the goal.	RL.K.3
			- Share		RL.K.4
				-Observation through	RL.K.6
		-Recognize and discuss	Read Aloud:	discussion / anecdotal	RL.K.7
		the message about	Utilize the IRA folder to	notes	RL.K.9
		making new friends.	complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2
					SL.K.5
			Respond to the Text –		SL.K.6
			Shared/Interactive Writing		W.K.1
					W.K.3
			Independent Respond to		
			Reading- Draw a picture of the		Social
			two boys and label their		Studies:
			character traits.		6.1.P.D.1
					6.1.P.D.2
					6.1.P.D.3
					6.1.P.D.4

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- 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.

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 problemsolving 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 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):

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

	Kindergarten Reading Curriculum							
		-Ask questions about color and nature to deepen understanding of text.	Read Aloud:Utilize the IRA folder to complete the following steps:- Introduce the Text- Read the Text- Discuss the TextRespond to the Text – Shared/Interactive WritingIndependent Respond to Reading- What color is school? Draw and label the color of things that you see in the classroom.	-Respond to Reading independent and shared writing activities	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>Cat's Colors</u>	2 lessons	 -Identify the important characters in simple fictional narratives. -Notice and read color words within the text. 	Mini Lesson: LA.U14.RML1 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Write a poem about your favorite color, listing things that are that color.	 -Use Assess Learning 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.2 SL.K.5 SL.K.5 SL.K.6 W.K.1 W.K.3			

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Red is a	3 lessons	-Practice writing	Daily 5 Lesson: Introduce and	-Use Assess Learning to	ELA:
<u>Dragon</u>		through independent	practice two writing center	identify behaviors that	RL.K.1
		writing center activities.	activities	demonstrate meeting of	RL.K.2
				the goal.	RL.K.3
			Mini Lesson: LA.U14.RML2		RL.K.4
			- Mini Lesson	-Observation through	RL.K.6
			- Have a Try	discussion / anecdotal	RL.K.7
			- Summarize and Apply	notes	RL.K.9
			- Share		RL.K.10
				-Respond to Reading	RF.K.1
		-Discuss how animal	Read Aloud:	independent and shared	SL.K.1
		characters in stories can	Utilize the IRA folder to	writing activities	SL.K.2
		sometimes act like	complete the following steps:		SL.K.5
		people.	- Introduce the Text		SL.K.6
			- Read the Text		W.K.1
		-Identify information	- Discuss the Text		W.K.3
		about colors and			
		Chinese American	Respond to the Text –		
		culture from both text	Shared/Interactive Writing		
		and illustrations.			
			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.		
Dog's	2 lessons	- Infer or identify a	Mini Lesson: LA.U14.RML3	-Use Assess Learning to	ELA:
<u>Colorful Day</u>		character's feelings by	- Mini Lesson	identify behaviors that	RL.K.1
		using the words and	- Have a Try	demonstrate meeting of	RL.K.2
		pictures.	- Summarize and Apply	the goal.	RL.K.3
			- Share		RL.K.4
				-Observation through	RL.K.6
				discussion / anecdotal	RL.K.7
				notes	RL.K.9

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		-Infer Dog's intentions,	Read Aloud:	-Respond to Reading	RL.K.10		
		feelings, and	Utilize the IRA folder to	independent and shared	RF.K.1		
		motivations.	complete the following steps:	writing activities	SL.K.1		
			- Introduce the Text		SL.K.2		
			- Read the Text		SL.K.5		
			- Discuss the Text		SL.K.6		
					W.K.1		
			Respond to the Text –		W.K.3		
			Shared/Interactive Writing				
			Independent Respond to				
			Reading- Create a spotted dog,				
			labeling the colors that make up				
			each spot.				
Work on	1 lesson	-Practice independent	Mini Lesson: Work on Writing	-Observe and record time	ELA:		
Writing		writing by reviewing	I-chart	of independent writing.	RL.K.1		
Introduction		Writer's Workshop			RL.K.2		
		procedures and	-Review the current class		RL.K.3		
		introducing writing	Writer's Workshop topic. Model		RL.K.4		
		centers activities.	how to take out the writing		RL.K.6		
			folder and locate a piece that		RL.K.7		
			needs some more work. Work on		RL.K.9		
			Writing is a time to work on		RL.K.10		
			those pieces that we did not		RF.K.1		
			complete. Review proper		SL.K.1		
			behaviors for taking out the		SL.K.2		
			folder and getting to work. Begin		SL.K.5		
			to build writing stamina,		SL.K.6		
			separate from Writer's		W.K.1		
			Workshop time. Practice each		W.K.3		
			day, putting it into Daily 5				
			rotations when students				
			demonstrate readiness.				

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<u>Float</u>	2 lessons	-Utilize and describe	Whole Group Lesson: Introduce	-Observation through	ELA:
		meaning of new words	thematic vocabulary words from	discussion / anecdotal	RL.K.1
		related to the theme.	the read alouds.	notes	RL.K.2
					RL.K.3
		-Retell stories in	Read Aloud:	-Respond to Reading	RL.K.4
		response to pictures.	Utilize the IRA folder to	independent and shared	RL.K.6
			complete the following steps:	writing activities	RL.K.7
			- Introduce the Text		RL.K.9
			- Read the Text		RL.K.10
			- Discuss the Text		RF.K.1
					SL.K.1
			Respond to the Text –		SL.K.2
			Shared/Interactive Writing		SL.K.5
					SL.K.6
			Independent Respond to		W.K.1
			Reading- Write a sentence and		W.K.3
			draw a picture of a place where		
			the boat goes.		
The Girl and	2 lessons	-Practice writing	Daily 5 Lesson: Introduce and	-Use Assess Learning to	ELA:
the Bicycle		through independent	practice a writing center activity	identify behaviors that	RL.K.1
		writing center activities.		demonstrate meeting of	RL.K.2
			Mini Lesson: LA.U14.RML4	the goal.	RL.K.3
			- Mini Lesson		RL.K.4
			- Have a Try	-Observation through	RL.K.6
			- Summarize and Apply	discussion / anecdotal	RL.K.7
			- Share	notes	RL.K.9
					RL.K.10
		-Relate texts to their	Read Aloud:	-Respond to Reading	RF.K.1
		own lives and use their	Utilize the IRA folder to	independent and shared	SL.K.1
		own experiences to	complete the following steps:	writing activities	SL.K.2
		understand a character's	- Introduce the Text		SL.K.5
		feelings.	- Read the Text		SL.K.6
		0	- Discuss the Text		W.K.1
		-Generate dialogue in			W.K.3
		response to pictures.			
	1	I F to Pretereb.			1

Kindergarten Reading Curriculum						
The Boy and the Airplane	2 lessons	 Tell the important events in a story using the pictures. Refer to important information and details in the illustrations. Identify the passing of time through the changing seasons, growing tree, and the boy becoming a man. 	Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Use sentence strips to write dialogue for a page in the story. Mini Lesson: LA.U17.RML1 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Make up an adventure for the little girl and the red plane that happens after the story ended.	-Use Assess Learning 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.5 SL.K.6 W.K.1 W.K.3	
The Snowman	2 lessons	-Notice details in illustrations to add more information to the story when retelling it.	Mini Lesson: LA.U17.RML2 - Mini Lesson - Have a Try - Summarize and Apply - Share	-Use Assess Learning 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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Sayreville Public Schools Kindergarten Reading Curriculum						
		-Retell a summary of the adventures the boy and the snowman have during the dream.	Read Aloud:Utilize the IRA folder tocomplete the following steps:- Introduce the Text- Read the Text- Discuss the TextRespond to the Text –Shared/Interactive WritingIndependent Respond toReading- What will the boy andthe snowman do next time theyhave an adventure?	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	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	
Tuesday	3 lessons	 -Practice writing through independent writing center activities. -Understand that pictures in a story can be interpreted differently by people, but the basic events are always the same. -Tell the story of the frogs' adventure in response to illustrations. 	Daily 5 Lesson: Introduce and practice a writing center activity Mini Lesson: LA.U17.RML3 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Where will the pigs go	 -Use Assess Learning 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.5 SL.K.6 W.K.1 W.K.3	

		K IIIQ	ergarten Reading Curriculum	1	1
			next Tuesday when they go		
			flying?		
<u>1, 2, 3 to the</u>	3 lessons	- Utilize and describe	Whole Group Lesson: Introduce	-Use Assess Learning to	ELA:
<u>Zoo</u>		meaning of new words	thematic vocabulary words from	identify behaviors that	RL.K.1
		related to the theme.	the read alouds.	demonstrate meeting of	RL.K.2
				the goal.	RL.K.3
		-Be aware of favorite	Mini Lesson: WAR.U2.RML1		RL.K.4
		books and list the titles	- Mini Lesson	-Observation through	RL.K.6
		in a reader's notebook.	- Have a Try	discussion / anecdotal	RL.K.7
			- Summarize and Apply	notes	RL.K.9
		-Identify the use of	- Share		RL.K.10
		numbers to establish a		-Respond to Reading	RF.K.1
		sequence.	Read Aloud:	independent and shared	SL.K.1
		_	Utilize the IRA folder to	writing activities	SL.K.2
			complete the following steps:		SL.K.5
			- Introduce the Text		SL.K.6
			- Read the Text		W.K.1
			- Discuss the Text		W.K.3
			Respond to the Text –		Math:
			Shared/Interactive Writing		K.CC.A
					K.CC.B
			Independent Respond to		
			Reading- Draw one of the		
			animals from the book and write		
			a sentence telling about that		
			page.		
One Duck	3 lessons	-Practice writing	Daily 5 Lesson: Introduce and	-Use Assess Learning to	ELA:
Stuck	5 10550115	through independent	practice a writing center activity	identify behaviors that	RL.K.1
Stuck		writing center activities.	practice a writing center activity	demonstrate meeting of	RL.K.2
		when conter activities.	Mini Lesson:	the goal.	RL.K.3
		-Be aware of favorite	WAR.U2.RML3&4		RL.K.4
		authors & illustrators	- Mini Lesson	-Observation through	RL.K.6
		and list them in a	- Have a Try	discussion / anecdotal	RL.K.7
		reader's notebook.	5		RL.K.7 RL.K.9
		ICAUCI S HOLEDOOK.	- Summarize and Apply	notes	KL.K.9

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- ShareRespond to Reading independent and shared writing activitiesRL.K.10 RF.K.1 SL.K.2- Identify the use of numbers to establish a sequence.Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Discuss the Text-Respond to Reading independent and shared writing activitiesRL.K.10 RF.K.1 SL.K.1 SL.K.3- Introduce the Text - Discuss the Text- Introduce the Text - Discuss the Text-Respond to the Text - Shared/Interactive Writing-Respond to Respond to Reading- In the style of the book, write and illustrate a short rhyme such as "bear on a chair."Math: K.CC.A K.CC.BFish Eyes2 lessons-Be aware of favorite characters in stories and list their names in a reader's notebook.Mini Lesson: - Mini Lesson: - Mini Lesson: - Share-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.ELA: RL.K.2 RL.K.3- Relay the importance of counting and rhymes within the telling of th storyRead Aloud: - Share-Observation through discussion / anecdotal notesRL.K.4 RL.K.4 RL.K.10- Read the Text - Discuss the Text - SL.K.10-Respond to Reading independent and shared writing activities	r		Killut	ergarten Reading Curriculum		1
numbers to establish a sequence.Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Discuss the Textindependent and shared writing activitiesSL.K.1 SL.K.2 SL.K.5independent and shared writing activitiesSL.K.1 SL.K.5SL.K.6SL.K.6independent and shared writing activitiesSL.K.1 SL.K.5SL.K.6SL.K.6independent Text - Discuss the Text- Discuss the TextW.K.1 W.K.3W.K.3Fish Eyes2 lessons-Be aware of favorite characters in stories and list their names in a reader's notebook.Mini Lesson - Mini Lesson - Mini Lesson-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.ELA: RL.K.2 RL.K.4-Relay the importance of counting and rhymes within the telling of the story.Share-Observation through discussion / anecdotal notesRL.K.7 RL.K.1 RL.K.1 RL.K.1- Introduce the Text - Discuss the Text- Read the Text - Observation through discussion / anecdotal notesRL.K.7 RL.K.1 RL.K.10				- Share		
sequence.Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Textwriting activitiesSL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3Eish Eyes2 lessons-Be aware of favorite characters in stories and list their names in a reader's notebook. Relay the importance of counting and rhymes within the telling of the storyBe aware of favorite characters in stories and list their names in a reader's notebook.Mini Lesson - Use Assess Learning to identify behaviors that demonstrate meeting of the goalUse Assess Learning to identify behaviors that demonstrate meeting of the goal.ELA: RL.K.2Fish Eyes2 lessons-Be aware of favorite characters in stories and list their names in a reader's notebook.Mini Lesson - Mini Lesson - Share-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.ELA: RL.K.2-Relay the importance of counting and rhymes within the telling of the story.Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text-Use Assess Learning to identify behaviors that demonstrate meeting of RL.K.3RLK.4 SLK.10-Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text-Respond to Reading independent and shared writing activities			•		1 0	
Image: Solution of the state is the independence of counting and rhymes within the telling of the story.complete the following steps: 			numbers to establish a		±	
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- Read the Text - Discuss the TextW.K.1 W.K.3- Respond to the Text - Shared/Interactive WritingMath: K.CC.A K.CC.BFish Eyes2 lessons-Be aware of favorite characters in stories and list their names in a reader's notebook.Independent Respond to Reading- In the style of the book, write and illustrate a short rhyme such as "bear on a chair."-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.ELA: RL.K.1 RL.K.2Fish Eyes2 lessons-Be aware of favorite characters in stories and list their names in a reader's notebookMini Lesson - Mini Lesson - Simmarize and Apply - Share-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.ELA: RL.K.2 RL.K.3 RL.K.4-Relay the importance of counting and rhymes within the telling of the story.Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Discuss the Text-Respond to Reading independent and shared writing activitiesRLK.10 RF.K.1 SL.K.2 SL.K.2 SL.K.5				complete the following steps:		SL.K.5
Fish Eyes2 lessons- Be aware of favorite characters in stories and list their names in a reader's notebook Discuss the TextW.K.3Fish Eyes2 lessons-Be aware of favorite characters in stories and list their names in a reader's notebookBe aware of favorite characters in stories and list their names in a reader's notebookBe aware of favorite characters in stories and list their names in a reader's notebookUse Assess Learning to identify behaviors that demonstrate meeting of the goal.ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4- Relay the importance of counting and rhymes within the telling of the story.Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Discuss the Text-Observation through RL.K.10 -Respond to Reading independent and shared writing activitiesRL.K.10 RF.K.1				- Introduce the Text		SL.K.6
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Fish Eyes2 lessons-Be aware of favorite characters in stories and list their names in a reader's notebook.Mini Lesson: Mini Lesson: Mini Lesson: Mini Lesson: Manual Lesson-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.ELA: RL.K.1 RL.K.3 RL.K.4Fish Eyes2 lessons-Be aware of favorite characters in stories and list their names in a reader's notebook.Mini Lesson: Mini Lesson Summarize and Apply - Share-Use Assess Learning to identify behaviors that demonstrate meeting of RL.K.3 RL.K.4-Relay the importance of counting and rhymes within the telling of the story.Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text-Respond to Reading independent and shared SL.K.1- Introduce the Text - Read the Text-Respond to Reading independent and shared writing activitiesRL.K.1				Respond to the Text –		Math:
Fish Eyes2 lessons-Be aware of favorite characters in stories and list their names in a reader's notebook.Mini Lesson: · Mini Lesson: · Mini Lesson: · Mini Lesson-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.ELA: RL.K.1 RL.K.3 RL.K.4Fish Eyes2 lessons-Be aware of favorite characters in stories and list their names in a reader's notebook.Mini Lesson: · Mini Lesson · Mini Lesson-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.ELA: RL.K.1- Relay the importance of counting and rhymes within the telling of the story.Read Aloud: Utilize the IRA folder to complete the following steps: · Introduce the Text · Discuss the Text-Use Assess Learning to identify behaviors that demonstrate meeting of RL.K.7 RL.K.10R.K.10 R.K.10						
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Image: second				Reading- In the style of the		
Fish Eyes2 lessons-Be aware of favorite characters in stories and list their names in a reader's notebook.Mini Lesson: WAR.U2.RML4 - Mini Lesson-Use Assess Learning to identify behaviors thatELA: RL.K.1- Relay the importance of counting and rhymes within the telling of the story Read Aloud: Utilize the IRA folder to complete the following steps: - Read the Text - Read the Text - Discuss the Text-Use Assess Learning to identify behaviors that demonstrate meeting of RL.K.2 RL.K.3 RL.K.4- Share- Observation through discussion / anecdotal notesRL.K.6 RL.K.7 RL.K.10				book, write and illustrate a short		
Characters in stories and list their names in a reader's notebook Mini Lesson - Mini Lessonidentify behaviors that demonstrate meeting of the goal.RL.K.1 RL.K.2-Relay the importance of counting and rhymes within the telling of the story Summarize and Apply - Share- Observation through discussion / anecdotal notesRL.K.3 RL.K.4- Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Discuss the Text- Respond to Reading independent and shared writing activitiesRF.K.1 SL.K.2				rhyme such as "bear on a chair."		
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reader's notebook Summarize and Apply - Sharethe goal.RL.K.3 RL.K.4-Relay the importance of counting and rhymes within the telling of the story Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text-Observation through discussion / anecdotal notesRL.K.3 RL.K.4- Read the Text - Discuss the Text-Observation through discussion / anecdotal notesRL.K.10	_		characters in stories and	- Mini Lesson	identify behaviors that	RL.K.1
reader's notebook Summarize and Apply - Sharethe goal.RL.K.3 RL.K.4-Relay the importance of counting and rhymes within the telling of the story Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text- Observation through discussion / anecdotal notesRL.K.7 RL.K.9 RL.K.10- Read the Text - Discuss the Text- Respond to Reading independent and shared Writing activitiesRF.K.1 SL.K.2 SL.K.5			list their names in a	- Have a Try	demonstrate meeting of	RL.K.2
- Share- Observation through discussion / anecdotal notesRL.K.4- Read Aloud: within the telling of the story.Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text-Observation through discussion / anecdotal notesRL.K.7- Introduce the Text - Discuss the Text-Respond to Reading independent and shared Writing activitiesRF.K.1			reader's notebook.	•	the goal.	RL.K.3
counting and rhymes within the telling of the story.Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Discuss the Textdiscussion / anecdotal notesRL.K.7 RL.K.9 RL.K.10- Read the Text writing activities-Respond to Reading independent and shared SL.K.1SL.K.1 SL.K.2 SL.K.5				11.0		RL.K.4
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within the telling of the story.Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the TextnotesRL.K.9 RL.K.10RF.K.1 vriting activitiesRF.K.1 SL.K.2 SL.K.5			-	Read Aloud:		
story.complete the following steps: - Introduce the Text - Read the Text-Respond to Reading independent and shared SL.K.1RL.K.10 RF.K.1- Discuss the Text-Respond to Reading independent and shared Writing activitiesSL.K.1 SL.K.2 SL.K.5					notes	RL.K.9
- Introduce the Text - Read the Text - Discuss the Text - Respond to Reading independent and shared writing activities - RESPOND to Reading SL.K.1 SL.K.2 SL.K.5			Ũ	complete the following steps:		RL.K.10
- Read the Text - Discuss the Text independent and shared SL.K.1 SL.K.2 SL.K.5			5		-Respond to Reading	RF.K.1
- Discuss the Text writing activities SL.K.2 SL.K.5				- Read the Text		SL.K.1
SL.K.5					-	
Respond to the Text – SL.K.6				Respond to the Text –		SL.K.6
Shared/Interactive Writing W.K.1				*		
W.K.3						W.K.3
Independent Respond to				Independent Respond to		
Reading- Create a counting book Math:				Reading- Create a counting book		
K.CC.A						K.CC.A

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			with an object of your choice		K.CC.B
			(see folder for example).		
<u>One Moose,</u> <u>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. 	Mini Lesson:WAR.U2.RML5&6- Mini Lesson- Have a Try- Summarize and Apply- ShareRead Aloud:Utilize the IRA folder tocomplete the following steps:- Introduce the Text- Read the Text- Discuss the TextRespond to the Text –Shared/Interactive Writing	 -Use Assess Learning 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.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3
			Independent Respond to Reading- Create a counting book with an object of your choice (see folder for example).		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. 	Mini Lesson: WAR.U2.RML7 - Mini Lesson - Have a Try - Summarize and Apply - Share Daily 5 Lesson: Review I-charts made for Read to Self, Write About Reading, and Work on Writing. Image: Construction of the second se	 -Use Assess Learning 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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Kindergarten Reading Curriculum	
Now that all writing center	SL.K.5
activities have been introduced,	SL.K.6
allow the students the	W.K.1
opportunity to choose to work on	W.K.3
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.	

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- 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.

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.

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 problemsolving 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 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

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 ٠
- <u>Home</u> by Carson Ellis •
- If You Lived Here by Giles Laroche ٠
- 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	1 lesson	-Practice independent	Daily 5 Lesson: Listen to	-Observe and record time	ELA:
Reading		reading by learning	Reading I-chart.	of independent listening	RL.K.1
Introduction		routines for using Raz-		and reading.	RL.K.2
		Kids listening center.	-Model procedures for using	_	RL.K.3
			classroom technology as it		RL.K.4
			applies to your classroom. Use		RL.K.6
			the Smart Board to show		RL.K.7
			students how to use Raz-Kids to		RL.K.9

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		Kinde	ergarten Reading Curriculum		
			login and select a book to listen,		RL.K.10
			read, and answer questions.		RF.K.1
			Practice each day, putting it into		SL.K.1
			Daily 5 rotations when students		SL.K.2
			demonstrate readiness.		SL.K.5
					SL.K.6
					W.K.1
					W.K.3
Lost!	2 lessons	- Utilize and describe	Whole Group Lesson: Introduce	-Observation through	ELA:
		meaning of new words	thematic vocabulary words from	discussion / anecdotal	RL.K.1
		related to the theme.	the read alouds.	notes	RL.K.2
					RL.K.3
		-Notice, understand, and	Read Aloud:	-Respond to Reading	RL.K.4
		talk about the story's	Utilize the IRA folder to	independent and shared	RL.K.6
		simple problem and	complete the following steps:	writing activities	RL.K.7
		solution.	- Introduce the Text		RL.K.9
			- Read the Text		RL.K.10
			- Discuss the Text		RF.K.1
					SL.K.1
			Respond to the Text –		SL.K.2
			Shared/Interactive Writing		SL.K.5
					SL.K.6
			Independent Respond to		W.K.1
			Reading- Make a kindness poster		W.K.3
			with the boy and the bear from		
			the story showing an act of		
			kindness. Encourage students to		
			think of one not from the story.		

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		Kine	lergarten Reading Curriculum		
Flower	2 lessons	-Use illustrations	Mini Lesson: SAS.U1.RML1	-Use Assess Learning to	ELA:
Garden		(meaning) to solve	- Mini Lesson	identify behaviors that	RL.K.1
		words while reading a	- Have a Try	demonstrate meeting of	RL.K.2
		text.	- Summarize and Apply	the goal.	RL.K.3
			- Share		RL.K.4
		-Discuss the theme of		-Observation through	RL.K.6
		kindness and how it is	Read Aloud:	discussion / anecdotal	RL.K.7
		shown throughout the	Utilize the IRA folder to	notes	RL.K.9
		story.	complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2
					SL.K.5
			Respond to the Text –		SL.K.6
			Shared/Interactive Writing		W.K.1
					W.K.3
			Independent Respond to		
			Reading- Make a drawing of a		
			flower garden and write how the		
			girl was kind to her mom.		
Jamaica's	2 lessons	-Search for and use	Mini Lesson: SAS.U1.RML2	-Use Assess Learning to	ELA:
<u>Find</u>		information from	- Mini Lesson	identify behaviors that	RL.K.1
		language structure.	- Have a Try	demonstrate meeting of	RL.K.2
			- Summarize and Apply	the goal.	RL.K.3
		-Infer Jamaica's	- Share		RL.K.4
		intentions, using text		-Observation through	RL.K.6
		and illustrations.	Read Aloud:	discussion / anecdotal	RL.K.7
			Utilize the IRA folder to	notes	RL.K.9
			complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2
					SL.K.5
			Respond to the Text –		SL.K.6
			Shared/Interactive Writing		W.K.1
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			ayreville Public Schools ergarten Reading Curriculum		
<u>The Teddy</u> <u>Bear</u>	2 lessons	-Use visual information (first letter) and meaning to predict a word.	Independent Respond to Reading- Respond to the prompt- 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? <u>Mini Lesson</u> : SAS.U1.RML3 - Mini Lesson - Have a Try	-Use Assess Learning to identify behaviors that demonstrate meeting of	W.K.3 ELA: RL.K.1 RL.K.2
		-Discuss the simple plot with a problem and solution.	 Summarize and Apply Share Read Aloud: Utilize the IRA folder to complete the following steps: Introduce the Text Read the Text Discuss the Text Respond to the Text – Shared/Interactive Writing	the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	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.5 SL.K.6 W.K.1 W.K.3
			Independent Respond to Reading- Write about what the teddy bear does with the boy and the man.		
Say Hello	2 lessons	 -Notice known parts of words and use them to help read the word. -Determine the author's 	<u>Mini Lesson:</u> SAS.U1.RML4 - Mini Lesson - Have a Try - Summarize and Apply - Share	-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.	ELA: RL.K.1 RL.K.2 RL.K.3 RL.K.4
		purpose and the message behind the story.	Read Aloud: Utilize the IRA folder to complete the following steps:	-Observation through discussion / anecdotal notes	RL.K.6 RL.K.7 RL.K.9

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			Sayreville Public Schools ergarten Reading Curriculum		
			 Introduce the Text Read the Text Discuss the Text Respond to the Text – Shared/Interactive Writing 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. 	-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
From Head to Toe	3 lessons	 Utilize and describe meaning of new words related to the theme. -Read high frequency words quickly and easily. -Describe the unique style of Eric Carle's illustrations. 	Whole Group Lesson: Introduce thematic vocabulary words from the read alouds. Mini Lesson: SAS.U1.RML5 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- In this center for the	 -Use Assess Learning 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

		Kind	ergarten Reading Curriculum		
			week, provide white paper and		
			cut tissue paper. Have children		
			use the tissue paper to make an		
			illustration in the style of Eric		
			Carle.		
Does a	2 lessons	- Recognize how books	Mini Lesson: LA.U3.RML1-2	-Use Assess Learning to	ELA:
Kangaroo		by the same author and	- Mini Lesson	identify behaviors that	RL.K.1
Have a		illustrator are similar.	- Have a Try	demonstrate meeting of	RL.K.2
Mother, Too?			- Summarize and Apply	the goal.	RL.K.3
		-Describe the unique	- Share	C .	RL.K.4
		style of Eric Carle's	(Repeat daily during author	-Observation through	RL.K.6
		illustrations.	study)	discussion / anecdotal	RL.K.7
			57	notes	RL.K.9
			Read Aloud:		RL.K.10
			Utilize the IRA folder to	-Respond to Reading	RF.K.1
			complete the following steps:	independent and shared	SL.K.1
			- Introduce the Text	writing activities	SL.K.2
			- Read the Text	e	SL.K.5
			- Discuss the Text		SL.K.6
					W.K.1
			Respond to the Text –		W.K.3
			Shared/Interactive Writing		
			Sharea Interactive Writing		
			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.		
"Slowly,	2 lessons	- Recognize how books	Mini Lesson: LA.U3.RML1-2	-Use Assess Learning to	ELA:
Slowly,		by the same author and	- Mini Lesson	identify behaviors that	RL.K.1
Slowly," said		illustrator are similar.	- Have a Try	demonstrate meeting of	RL.K.2
the Sloth		mastrator are sminut.	- Summarize and Apply	the goal.	RL.K.3
			- Summarize and Appry - Share	lie goui.	RL.K.4
			Shure		11L/111.T

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			ergarten Reading Curriculum		
		-Describe the unique style of Eric Carle's illustrations.	(Repeat daily during currentum (Repeat daily during author study) <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing 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.	 -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities 	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
Have You Seen My Cat?	2 lessons	 Recognize how books by the same author and illustrator are similar. Describe the unique style of Eric Carle's illustrations. 	Mini Lesson:LA.U3.RML1-2-Mini Lesson-Have a Try-Summarize and Apply-Share(Repeat daily during authorstudy)Read Aloud:Utilize the IRA folder tocomplete the following steps:-Introduce the Text-Read the Text-Discuss the Text	 -Use Assess Learning 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

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		Kind	ergarten Reading Curriculum		
			Respond to the Text – Shared/Interactive Writing		W.K.3
			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.		
<u>The Mixed-Up</u> Chameleon	2 lessons	 Recognize how books by the same author and illustrator are similar. Describe the unique style of Eric Carle's illustrations. 	Mini Lesson: Mini Lesson-Mini Lesson-Have a Try-Summarize and Apply-Share(Repeat daily during author study)Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the TextRespond to the Text - Shared/Interactive WritingIndependent 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.	 -Use Assess Learning 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

		Kinde	ergarten Reading Curriculum		
A House is a	3 lessons	- Utilize and describe	Whole Group Lesson: Introduce	-Use Assess Learning to	ELA:
House for Me		meaning of new words	thematic vocabulary words from	identify behaviors that	RL.K.1
		related to the theme.	the read alouds.	demonstrate meeting of	RL.K.2
				the goal.	RL.K.3
		-Use the list of books in	Mini Lesson: WAR.U3.RML1		RL.K.4
		the reader's notebook to	- Mini Lesson	-Observation through	RL.K.6
		tell about fiction books.	- Have a Try	discussion / anecdotal	RL.K.7
			- Summarize and Apply	notes	RL.K.9
		-Describe the unique	- Share		RL.K.10
		style of Eric Carle's		-Respond to Reading	RF.K.1
		illustrations.	Read Aloud:	independent and shared	SL.K.1
			Utilize the IRA folder to	writing activities	SL.K.2
			complete the following steps:	_	SL.K.5
			- Introduce the Text		SL.K.6
			- Read the Text		W.K.1
			- Discuss the Text		W.K.3
			Respond to the Text –		
			Shared/Interactive Writing		
			Sharea/Interactive writing		
			Independent Respond to		
			Reading- Draw a make believe		
			house you would like to play in		
			and write a sentence about it.		
Houses and	2 lessons	- Use the list of books in	Mini Lesson: WAR.U3.RML2	-Use Assess Learning to	ELA:
<u>Homes</u>		the reader's notebook to	- Mini Lesson	identify behaviors that	RL.K.1
		write about nonfiction.	- Have a Try	demonstrate meeting of	RL.K.2
			- Summarize and Apply	the goal.	RL.K.3
		-Identify the genre of	- Share		RL.K.4
		the story and describe		-Observation through	RL.K.6
		the characteristics that	Read Aloud:	discussion / anecdotal	RL.K.7
		make it nonfiction.	Utilize the IRA folder to	notes	RL.K.9
			complete the following steps:		RL.K.10
			- Introduce the Text		RF.K.1
			- Read the Text		SL.K.1

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			ergarten Reading Curriculum		
			- Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Which home from the book would you like to live in? Why? Provide a sentence starter if needed.	-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	 Use the reader's notebook to list favorite fiction books. -Make connections about families and homes across read-aloud texts. 	If needed. Mini Lesson: WAR.U3.RML3 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing 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.	 -Use Assess Learning 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.5 SL.K.6 W.K.1 W.K.3
<u>The Little</u> <u>House</u>	2 lessons	-Use a reader's notebook to list favorite nonfiction books.	<u>Mini Lesson:</u> WAR.U3.RML4 - Mini Lesson - Have a Try	-Use Assess Learning to identify behaviors that	ELA: RL.K.1 RL.K.2

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Kinde	ergarten Reading Curriculum		
	- Summarize and Apply	demonstrate meeting of	RL.K.3
-Describe the changing	- Share	the goal.	RL.K.4
of the house and the			RL.K.6
setting.	Read Aloud:	-Observation through	RL.K.7
	Utilize the IRA folder to	discussion / anecdotal	RL.K.9
	complete the following steps:	notes	RL.K.10
	- Introduce the Text		RF.K.1
	- Read the Text	-Respond to Reading	SL.K.1
	- Discuss the Text	independent and shared	SL.K.2
		writing activities	SL.K.5
	Respond to the Text –		SL.K.6
	Shared/Interactive Writing	-Cold read and	W.K.1
		vocabulary assessment	W.K.3
	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.		
	-Administer a kindergarten level		
	appropriate cold read to assess		
	students' comprehension skills.		
	Assess learned vocabulary by		
	drawing a picture to illustrate a		
	given word.		
uggested Modifications for Special Education, Engli	ish Language Learners and Gifte	d Students:	4
Consistent with individual plans, when appropriate.	0 0		

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

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 problemsolving 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

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):

- <u>Whose Hat Is This?</u> by Sharon Katz Cooper
- Let's Meet a Doctor by Bridget Heos
- Green Green: A Community Gardening Story by Marie Lamba
- <u>Stellaluna</u> by Jannell Cannon
- <u>Bats</u> by Gail Gibbons
- <u>Aunt Harriet's Underground Railroad in the Sky</u> by Faith Ringgold
- <u>A Picture Book of Harriet Tubman</u> 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</u> <u>Small</u>	2 lessons	 Utilize and describe meaning of new words related to the theme. Predict what will happen nex in a story when Fireman Small gets back into bed. 	Whole Group Lesson: Introduce thematic vocabulary words from the read alouds.Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text	 -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

		Kinde	ergarten Reading Curriculum		
Lola at the Library	2 lessons	Kinde -Use meaning to monitor and self-correct. -Retell a summary of what Lola does on Tuesdays.	Reading CurriculumRespond to the Text –Shared/Interactive WritingIndependent Respond toReading- Write a letter to afirefighter thanking them for thejob they do.Mini Lesson: SAS.U2.RML1- Mini Lesson- Have a Try- Summarize and Apply- ShareRead Aloud:Utilize the IRA folder tocomplete the following steps:- Introduce the Text- Discuss the TextRespond to the Text- Discuss the TextIndependent Respond toReading- Have students use their	 -Use Assess Learning to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities 	SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3 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.5 SL.K.6 W.K.1 W.K.3
			Reading- Have students use their own name to come up with an alliteration like "Lola at the Library." Write and illustrate their alliteration.		
<u>I Know a</u> <u>Lady</u>	2 lessons	 -Notice when something doesn't sound right and learn to self-correct. -Identify and discuss how the author and 	Mini Lesson: SAS.U2.RML2 - Mini Lesson - Have a Try - Summarize and Apply - Share	-Use Assess Learning 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

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illustrator show the -Observation through RL.K.7 Read Aloud: discussion / anecdotal Utilize the IRA folder to RL.K.9 different seasons. complete the following steps: RL.K.10 notes RF.K.1 *Introduce the Text* SL.K.1 Read the Text -Respond to Reading independent and shared SL.K.2 Discuss the Text SL.K.5 writing activities SL.K.6 Respond to the Text – W.K.1 *Shared/Interactive Writing* W.K.3 Independent Respond to Reading- Draw and write about ways to be kind like the lady in the book. My Steps Mini Lesson: SAS.U2.RML3 ELA: 2 lessons -Notice when something -Use Assess Learning to RL.K.1 doesn't look right and identify behaviors that -Mini Lesson learn how to cross-check demonstrate meeting of RL.K.2 Have a Try one kind of information Summarize and Apply the goal. RL.K.3 RL.K.4 (visual information) Share RL.K.6 -Observation through with another to selfdiscussion / anecdotal RL.K.7 Read Aloud: correct. RL.K.9 Utilize the IRA folder to notes -Infer and talk about the **RL.K.10** complete the following steps: girl's traits from story -Respond to Reading RF.K.1 *Introduce the Text* independent and shared SL.K.1 events. Read the Text writing activities SL.K.2 Discuss the Text SL.K.5 SL.K.6 Respond to the Text -W.K.1 Shared/Interactive Writing W.K.3 Independent Respond to Reading- Divide paper into four sections. Draw something they do at their house in each season.

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		Kinde	ergarten Reading Curriculum		
<u>Alicia's</u>	2 lessons	-Notice and understand	Mini Lesson: LA.U6.RML1	-Use Assess Learning to	ELA:
<u>Happy Day</u>		the characteristics of	- Mini Lesson	identify behaviors that	RL.K.1
		fiction as a genre.	- Have a Try	demonstrate meeting of	RL.K.2
			- Summarize and Apply	the goal.	RL.K.3
		-Make content and	- Share		RL.K.4
		theme connections		-Observation through	RL.K.6
		across the Community	Read Aloud:	discussion / anecdotal	RL.K.7
		text set.	Utilize the IRA folder to	notes	RL.K.9
			complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2
					SL.K.5
			Respond to the Text –		SL.K.6
			Shared/Interactive Writing		W.K.1
					W.K.3
			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.		
Caps for Sale	3 lessons	- Utilize and describe	Whole Group Lesson: Introduce	-Use Assess Learning to	ELA:
		meaning of new words	thematic vocabulary words from	identify behaviors that	RL.K.1
		related to the theme.	the read alouds.	demonstrate meeting of	RL.K.2
				the goal.	RL.K.3
		-Create a working	Mini Lesson: LA.U6.RML2		RL.K.4
		definition of the fiction	- Mini Lesson	-Observation through	RL.K.6
		genre.	- Have a Try	discussion / anecdotal	RL.K.7
			- Summarize and Apply	notes	RL.K.9
		-Predict what will	- Share		RL.K.10
		happen next in the story.		-Respond to Reading	RF.K.1
			Read Aloud:	independent and shared	SL.K.1
			Utilize the IRA folder to	writing activities	SL.K.2
			complete the following steps:		SL.K.5

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			ergarten Reading Curriculum		
			 Introduce the Text Read the Text Discuss the Text 		SL.K.6 W.K.1 W.K.3
			Respond to the Text – Shared/Interactive Writing		
			Independent Respond to Reading- Draw and write pictures to sequence the story, such as a BME organizer.		
Hats Hats Hats	2 lessons	-Notice and understand the characteristics of nonfiction as a genre. -Identify the book's genre and compare it to <u>Caps for Sale</u> .	Mini Lesson: LA.U6.RML3 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- List different types of hats that were seen in the book. Answer the question- Which hat in the book did you think was the most interesting? What do you like about it? The state of the text of text of the text of text o	 -Use Assess Learning 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.2 SL.K.5 SL.K.6 W.K.1 W.K.3

			Sayreville Public Schools ergarten Reading Curriculum		
Piggies	2 lessons	 -Create a working definition of the nonfiction genre. -Describe how the pigs in the story are different from real pigs. 	Mini Lesson: LA.U6.RML4 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Write sentences to answer the question- What do the piggies do?	 -Use Assess Learning 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>All Pigs Are</u> <u>Beautiful</u>	3 lessons	 -Understand that fiction books are imagined by the author. -Understand that nonfiction authors tell about people, animals, places, and things. -Identify the genre and compare to <u>Piggies.</u> 	Mini Lesson: Mini Lesson-Mini Lesson-Have a Try-Summarize and Apply-ShareMini Lesson: LA.U6.RML6-Mini Lesson-Have a Try-Summarize and Apply-ShareRead Aloud: Utilize the IRA folder to complete the following steps:	 -Use Assess Learning 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

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	 Introduce the Text Read the Text Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Write facts you learned about pigs. <u>Mini Lesson:</u> LA.U6.RML7 <i>Mini Lesson</i> 	-Use Assess Learning to	W.K.3
	Shared/Interactive WritingIndependent Respond toReading- Write facts you learnedabout pigs.Mini Lesson:LA.U6.RML7	-Use Assess Learning to	
	Reading- Write facts you learned about pigs. Mini Lesson: LA.U6.RML7	-Use Assess Learning to	
		-Use Assess Learning to	
Good 3 lessons -Understand that writer's tell stories in fiction books. Chick -Understand that nonfiction writers provide facts about a topic. -Name how the chick i feeling.	 Have a Try Summarize and Apply Share Mini Lesson: LA.U6.RML8 Mini Lesson Have a Try Summarize and Apply Share Read Aloud: Utilize the IRA folder to complete the following steps: Introduce the Text Read the Text Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to the prompt- What does Speckled 	 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

	T	Kinde	ergarten Reading Curriculum	1	T
			Hen teach the chick to do in this		
			story? What else might she teach		
1 • 1	0.1		him?		
<u>Chickens</u>	2 lessons	-Notice and understand	Mini Lesson: LA.U6.RML9	-Use Assess Learning to	ELA:
Aren't the		when a book is fiction or	- Mini Lesson	identify behaviors that	RL.K.1
Only Ones		nonfiction.	- Have a Try	demonstrate meeting of	RL.K.2
			- Summarize and Apply	the goal.	RL.K.3
		-Gain new information	- Share		RL.K.4
		about animals that lay	-	-Observation through	RL.K.6
		eggs.	Read Aloud:	discussion / anecdotal	RL.K.7
			Utilize the IRA folder to	notes	RL.K.9
			complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2
					SL.K.5
			Respond to the Text –	-Cold read and	SL.K.6
			Shared/Interactive Writing	vocabulary assessment	W.K.1
					W.K.3
			Independent Respond to		
			Reading- Which egg laying		
			animal in this book do you think		
			is the most interesting? Why do		
			you like it?		
			-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.		

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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 problemsolving 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 Ouestions:

- 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 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):

- <u>There's a Wocket in my Pocket</u> by Dr. Seuss
- <u>Llama Llama Red Pajama</u> by Anna Dewdney
- <u>Roller Coaster</u> by Marla Frazee
- <u>Fredrick</u> by Leo Lionni
- <u>Harry the Dirty Dog</u> by Gene Zion
- Lon Po Po by Ed Young
- <u>Strega Nona</u> 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	NJSLS Standards
Creak! Said the Bed	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. 	Whole Group Lesson: Introduce thematic vocabulary words from the read alouds.Mini Lesson: • Mini Lesson • Have a Try • Summarize and Apply • Share	 -Use Assess Learning 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

-Identify the soundsRead Aloud:-Respond to Readingeffects and how theyUtilize the IRA folder toindependent and sh	g SL.K.2
effects and how they Utilize the IRA folder to independent and sh	
	red SL.K.5
enhance the story. complete the following steps: writing activities	SL.K.6
- Introduce the Text	W.K.1
- Read the Text	W.K.3
- Discuss the Text	
Respond to the Text –	
Shared/Interactive Writing	
Independent Respond to	
Reading- Write a sound word	
big in the middle of your paper.	
Illustrate the word.	
Rattletrap Car2 lessons-Notice how a characterMini Lesson: WAR.U4.RML2-Use Assess Learning	0
in a story feels and draw - <i>Mini Lesson</i> identify behaviors	
or write about it Have a Try demonstrate meeting	
- <i>Summarize and Apply</i> the goal.	RL.K.3
-Predict what will - Share	RL.K.4
happen next to the car in -Observation throu	
the story. <u>Read Aloud:</u> discussion / anecdo	
Utilize the IRA folder to notes	RL.K.9
complete the following steps:	RL.K.10
- Introduce the Text -Respond to Readin	
- <i>Read the Text</i> independent and sh	
- Discuss the Text writing activities	SL.K.2
	SL.K.5
Respond to the Text –	SL.K.6
Shared/Interactive Writing	W.K.1
	W.K.3
Independent Respond to	
Reading- Complete a sequencing graphic organizer to retell the	
story.	

			ergarten Reading Curriculum		
Max Found	2 lessons	-Write and draw about	Mini Lesson: WAR.U4.RML3	-Use Assess Learning to	ELA:
Two Sticks		the problem in a fiction	- Mini Lesson	identify behaviors that	RL.K.1
		story and tell how it is	- Have a Try	demonstrate meeting of	RL.K.2
		solved.	- Summarize and Apply	the goal.	RL.K.3
			- Share		RL.K.4
		-Infer Max's intentions,		-Observation through	RL.K.6
		feelings, and	Read Aloud:	discussion / anecdotal	RL.K.7
		motivations.	Utilize the IRA folder to	notes	RL.K.9
			complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2
					SL.K.5
			Respond to the Text –		SL.K.6
			Shared/Interactive Writing		W.K.1
					W.K.3
			Independent Respond to		
			Reading- Respond to the		
			prompt- What makes sounds in		
			Max's world?		
Charlie Parker	2 lessons	-Write and draw about	Mini Lesson: WAR.U4.RML4	-Use Assess Learning to	ELA:
Played Be		where the story takes	- Mini Lesson	identify behaviors that	RL.K.1
Bop		place to share thinking	- Have a Try	demonstrate meeting of	RL.K.2
		about fiction books.	- Summarize and Apply	the goal.	RL.K.3
			- Share		RL.K.4
		-Discuss Chris		-Observation through	RL.K.6
		Raschka's use of	Read Aloud:	discussion / anecdotal	RL.K.7
		rhythm, rhyme, and	Utilize the IRA folder to	notes	RL.K.9
		alliteration.	complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2
					SL.K.5
			Respond to the Text –		SL.K.6
			Shared/Interactive Writing		W.K.1

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			Independent Respond to Reading- After playing a recording of Charlie Parker's music, answer the question- <i>How</i> <i>does Charlie Parker's music</i> <i>make you feel?</i>		W.K.3
The Little Red Hen	3 lessons	 -Utilize and describe meaning of new words related to the theme. -Write and draw about what a character in a fiction story is like. -Infer the lesson in the story. 	Whole Group Lesson: Introduce thematic vocabulary words from the read alouds.Mini Lesson: • Mini Lesson • Have a Try • Summarize and Apply • ShareRead Aloud: Utilize the IRA folder to complete the following steps: • Introduce the Text • Discuss the TextRespond to the Text • Discuss the TextRespond to the Text – Shared/Interactive WritingIndependent 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.	 -Use Assess Learning 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

Kindergarten Reading Curriculum						
The Three	3 lessons	-Compose innovations	Mini Lesson: WAR.U4.RML6	-Use Assess Learning to	ELA:	
<u>Bears</u>		on very familiar texts by	- Mini Lesson	identify behaviors that	RL.K.1	
		changing the ending.	- Have a Try	demonstrate meeting of	RL.K.2	
			- Summarize and Apply	the goal.	RL.K.3	
		-Notice and understand	- Share		RL.K.4	
		the characteristics of		-Observation through	RL.K.6	
		animal tales as a genre.	Mini Lesson: LA.U7.RML1	discussion / anecdotal	RL.K.7	
			- Mini Lesson	notes	RL.K.9	
		-Infer the lesson learned	- Have a Try		RL.K.10	
		from the story.	- Summarize and Apply	-Respond to Reading	RF.K.1	
			- Share	independent and shared	SL.K.1	
				writing activities	SL.K.2	
			Read Aloud:		SL.K.5	
			Utilize the IRA folder to		SL.K.6	
			complete the following steps:		W.K.1	
			- Introduce the Text		W.K.3	
			- Read the Text			
			- Discuss the Text			
			Respond to the Text –			
			Shared/Interactive Writing			
			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.			
The Three	3 lessons	-Understand the	Mini Lesson: WAR.U4.RML7	-Use Assess Learning to	ELA:	
Little Pigs		different things to write	- Mini Lesson	identify behaviors that	RL.K.1	
		about fiction books in a	- Have a Try	demonstrate meeting of	RL.K.2	
		reader's notebook.	- Summarize and Apply	the goal.	RL.K.3	
			- Share		RL.K.4	
					RL.K.6	
			Mini Lesson: LA.U7.RML2		RL.K.7	

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		-Create a working	- Mini Lesson	-Observation through	RL.K.9	
		definition of the animal	- Have a Try	discussion / anecdotal	RL.K.10	
		tales genre.	- Summarize and Apply	notes	RF.K.1	
			- Share		SL.K.1	
		-Discuss the message of		-Respond to Reading	SL.K.2	
		the story.	Read Aloud:	independent and shared	SL.K.5	
			Utilize the IRA folder to	writing activities	SL.K.6	
			complete the following steps:		W.K.1	
			- Introduce the Text		W.K.3	
			- Read the Text			
			- Discuss the Text			
			Respond to the Text –			
			Shared/Interactive Writing			
			Independent Respond to			
			Reading- Respond to the			
			prompt- What lesson can be			
			learned from the story of the			
			three little pigs?			
The Three	3 lessons	-Notice that animal	Mini Lesson: LA.U7.RML3	-Use Assess Learning to	ELA:	
Billy Goats		characters that act like	- Mini Lesson	identify behaviors that	RL.K.1	
Gruff		people are	- Have a Try	demonstrate meeting of	RL.K.2	
		distinguishing	- Summarize and Apply	the goal.	RL.K.3	
		characteristic of animal	- Share		RL.K.4	
		tales.		-Observation through	RL.K.6	
			Mini Lesson: LA.U7.RML3	discussion / anecdotal	RL.K.7	
		-Notice and identify	- Mini Lesson	notes	RL.K.9	
		good and bad characters	- Have a Try		RL.K.10	
		as a recurring motif in	- Summarize and Apply	-Respond to Reading	RF.K.1	
		animal tales.	- Share	independent and shared	SL.K.1	
				writing activities	SL.K.2	
		-Discuss how rhyme,	Read Aloud:		SL.K.5	
		onomatopoeia, and			SL.K.6	

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		Kinde	ergarten Reading Curriculum		
		repetition enhance the story.	Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Divide paper into four sections. In each section, write a sentence to describe each billy goat and the troll.		W.K.1 W.K.3
The Gingerbread Boy	3 lessons	 Utilize and describe meaning of new words related to the theme. Understand the story outcomes typical of animal tales. List the characteristics of a folktale. 	Whole Group Lesson: Introduce thematic vocabulary words from the read alouds.Mini Lesson: LA.U7.RML5- Mini Lesson- Have a Try- Summarize and Apply- ShareRead Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the TextRespond to the Text – Shared/Interactive Writing	 -Use Assess Learning 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

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		Kinde	ergarten Reading Curriculum		<u>.</u>
			Independent Respond to		
			Reading- Complete Independent		
			Writing in lesson folder.		
The Elves and	2 lessons	-Understand that the	Mini Lesson: LA.U7.RML6	-Use Assess Learning to	ELA:
the		number three is often a	- Mini Lesson	identify behaviors that	RL.K.1
Shoemaker		recurring motif in	- Have a Try	demonstrate meeting of	RL.K.2
		animal tales.	- Summarize and Apply	the goal.	RL.K.3
			- Share		RL.K.4
		-Infer the story's lesson.		-Observation through	RL.K.6
			Read Aloud:	discussion / anecdotal	RL.K.7
			Utilize the IRA folder to	notes	RL.K.9
			complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2
					SL.K.5
			Respond to the Text –		SL.K.6
			Shared/Interactive Writing		W.K.1
					W.K.3
			Independent Respond to		
			Reading- Write about a lesson		
			that you learned from the story.		
The Magic	2 lessons	-Understand that animal	Mini Lesson: LA.U7.RML7	-Use Assess Learning to	ELA:
<u>Fish</u>		tales often have words	- Mini Lesson	identify behaviors that	RL.K.1
		that are repeated.	- Have a Try	demonstrate meeting of	RL.K.2
			- Summarize and Apply	the goal.	RL.K.3
		-Connect lessons about	- Share		RL.K.4
		greed to their own lives.		-Observation through	RL.K.6
			Read Aloud:	discussion / anecdotal	RL.K.7
			Utilize the IRA folder to	notes	RL.K.9
			complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2
					SL.K.5

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		Kinde	ergarten Reading Curriculum		
			Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Make a list of "threes"		SL.K.6 W.K.1 W.K.3
			that occur in the folktales read this week.		
Stone Soup	2 lessons	 -Understand that a book talk is a way to recommend books to classmates. -Identify when characters are clever or greedy, and when they learn a lesson. 	Mini Lesson: LA.U4.RML1 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Create a shopping list of ingredients needed to make stone soup.	 -Use Assess Learning 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
Stone Soup	2 lessons	 -Understand the kind of information to tell when giving a book talk. -Make connections about folktales across read-aloud texts. 	Mini Lesson: LA.U4.RML2 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps:	 -Use Assess Learning 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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- Introduce the Text	RL.K.10
- <i>Read the Text</i> -Respond to Reading	RF.K.1
- Discuss the Text independent and share	ed SL.K.1
writing activities	SL.K.2
Respond to the Text –	SL.K.5
Shared/Interactive Writing -Cold read and	SL.K.6
vocabulary assessmen	t. W.K.1
Independent Respond to	W.K.3
Reading- Write about the lesson	
learned from the story.	
-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.	
Suggested Modifications for Special Education, English Language Learners and Gifted Students:	

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*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- 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.

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.

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 problemsolving 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.

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

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
- <u>Planting a Rainbow</u> by Lois Ehlert
- Leaf Man by Lois Ehlert
- <u>Holey Moley</u> by Lois Ehlert
- <u>Giraffes Can't Dance</u> by Giles Andreae
- <u>Chrysanthemum</u> by Kevin Henkes
- <u>Tacky the Penguin</u> 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 Assess Learning 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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		-Share something you learned from a nonfiction book when you give a book talk. -Use background knowledge to describe settings, problems, and characters.	Mini Lesson: I.A.U4.RML3-Mini Lesson-Have a Try-Summarize and Apply-ShareRead Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text-Read the Toxt - - Discuss the Text-Read the Text - - Shared/Interactive WritingIndependent 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.	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	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
Actual Size	2 lessons	 -Share an interesting or funny part of a book to engage other readers. -Identify that the book is nonfiction because it has facts and information about animals. 	Mini Lesson: LA.U4.RML4 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text	 -Use Assess Learning to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes 	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

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	T	K iild	- Read the Text	-Respond to Reading	SL.K.2
					SL.K.2 SL.K.5
			- Discuss the Text	independent and shared	
				writing activities	SL.K.6
			Respond to the Text –		W.K.1
			Shared/Interactive Writing		W.K.2
					W.K.3
			Independent Respond to		G .
			Reading- Complete a week long		Science:
			research project. Choose an		K-ESS2-2
			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.		
Elephants	2 lessons	-Speak with confidence	Mini Lesson: LA.U4.RML5	-Use Assess Learning to	ELA:
<u>Swim</u>		and enthusiasm and use	- Mini Lesson	identify behaviors that	RI.K.1
		the appropriate rate and	- Have a Try	demonstrate meeting of	RI.K.2
		volume of speech.	- Summarize and Apply	the goal.	RI.K.3
			- Share		RI.K.4
		-Make connections		-Observation through	RI.K.7
		about animals across	Read Aloud:	discussion / anecdotal	RI.K.9
		texts that are read aloud.	Utilize the IRA folder to	notes	RI.K.10
			complete the following steps:		RF.K.1
			- Introduce the Text	-Respond to Reading	SL.K.1
			- Read the Text	independent and shared	SL.K.2
			- Discuss the Text	writing activities	SL.K.5
					SL.K.6
			Respond to the Text –		W.K.1
			Shared/Interactive Writing		W.K.2
					W.K.3
			Independent Respond to		
			Reading- Complete a week long		Science:
			research project. Choose an		K-ESS2-2
			animal from the books in the		
	1				

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	1	Kinde	ergarten Reading Curriculum		
			unit. Use the books and other		
			research tools (library, internet,		
			magazines, etc.) to write		
			nonfiction facts about the		
			animals.		
Every	2 lessons	-Understand how to use	Mini Lesson: LA.U4.RML6	-Use Assess Learning to	ELA:
Autumn		the book and body	- Mini Lesson	identify behaviors that	RL.K.1
Comes the		language in a book talk.	- Have a Try	demonstrate meeting of	RL.K.2
Bear			- Summarize and Apply	the goal.	RL.K.3
		-Gain and utilize new	- Share		RL.K.4
		information about bears		-Observation through	RL.K.6
		and other animals from	Read Aloud:	discussion / anecdotal	RL.K.7
		text and illustrations.	Utilize the IRA folder to	notes	RL.K.9
			complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2
					SL.K.5
			Respond to the Text –		SL.K.6
			Shared/Interactive Writing		W.K.1
					W.K.3
			Independent Respond to		
			Reading- Complete a week long		Science:
			research project. Choose an		K-ESS2-2
			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.		
Snowballs	3 lessons	-Utilize and describe	Whole Group Lesson: Introduce	-Use Assess Learning to	ELA:
		meaning of new words	thematic vocabulary words from	identify behaviors that	RL.K.1
		related to the theme.	the read alouds.	demonstrate meeting of	RL.K.2
				the goal.	RL.K.3
			Mini Lesson: LA.U4.RML7		RL.K.4

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		-Understand how to prepare for a book talk. -Describe the unique style of Lois Ehlert's illustrations.	 Mini Lesson Have a Try Summarize and Apply Share Read Aloud: Utilize the IRA folder to complete the following steps: Introduce the Text Read the Text Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Use scraps of paper and craft supplies to create a snowman in the style of Lois Ehlert. 	 -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities 	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
Feathers for Lunch	3 lessons	 -Recognize how books by the same author & illustrator are similar. -Express opinions about favorite books in writing and drawing and give an example to support opinions. -Make connections with other Lois Ehlert books. 	Mini Lesson:LA.U3.RML1-2-Mini Lesson-Have a Try-Summarize and Apply-Share(Repeat daily during author study)Mini Lesson:WAR.U6.RML1-Mini Lesson-Have a Try-Summarize and Apply-Share	 -Use Assess Learning 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

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			Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Use scraps of paper and craft supplies to create a bird in the style of Lois Ehlert.		W.K.1 W.K.3
<u>Top Cat</u>	3 lessons	 -Recognize how books by the same author & illustrator are similar. -Express opinions in writing about favorite authors and provide evidence for thinking. -Identify when Top Cat changes and learns a lesson. 	Mini Lesson: LA.U3.RML1-2- Mini Lesson- Have a Try- Summarize and Apply- Share(Repeat daily during author study)Mini Lesson: - Mini Lesson- Mini Lesson- Have a Try- Summarize and Apply- ShareRead Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text	 -Use Assess Learning 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

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			ergarten Reading Curriculum		
Mole's Hill:	3 lessons		- ,	-Use Assess Learning to	ELA:
<u>A Woodland</u> <u>Tale</u>		 Keeoginze now books by the same author & illustrator are similar. Express opinions in writing about favorite characters and provide evidence for thinking. Express opinions about Fox and Mole. 	 Mini Lesson. Erk. 03. KWE1-2 Mini Lesson Have a Try Share (Repeat daily during author study) Mini Lesson: WAR.U6.RML3 Mini Lesson Have a Try Summarize and Apply Share Read Aloud: Utilize the IRA folder to complete the following steps: Introduce the Text Read the Text Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Use scraps of paper and craft supplies to create Mole's hill in the style of Lois Ehlert.	 -Ose Assess Learning to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities 	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.2 SL.K.5 SL.K.6 W.K.1 W.K.3

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		Kind	ergarten Reading Curriculum		
Market Day	3 lessons	 -Recognize how books by the same author & illustrator are similar. -Compose a letter to share opinions about a book they love. -Recreate the unique style of Lois Ehlert's illustrations. 	Mini Lesson:LA.U3.RML1-2-Mini Lesson-Have a Try-Summarize and Apply-Share(Repeat daily during authorstudy)Mini Lesson:WAR.U6.RML4-Mini Lesson-Have a Try-Summarize and Apply-ShareRead Aloud:Utilize the IRA folder tocomplete the following steps:-Introduce the Text-Read the Text-Discuss the TextRespond to the Text –Shared/Interactive WritingIndependent Respond toReading- Use scraps of paperand craft supplies to create ascene of their choice from any ofthe books read in the style ofLois Ehlert.	 -Use Assess Learning 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
The Pig in the Pond	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 Assess Learning to identify behaviors that demonstrate meeting of the goal.	ELA: RL.K.1 RL.K.2 RL.K.3

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		Kind	ergarten Reading Curriculum		
		-Infer character traits -Infer the pig's and other characters' feelings.	Mini Lesson: LA.U15.RML1 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Complete a BME graphic organizer.	 -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities 	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
Three Hens and a Peacock	2 lessons	 -Notice characters and their behavior. -Connect lessons learned in the story to their own lives. 	Mini Lesson: LA.U15.RML2 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing	 -Use Assess Learning 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

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		Kind	ergarten Reading Curriculum		
			Independent Respond to		
			Reading- Complete a Venn		
			diagram to compare and contrast		
			the hens and the peacock.		
Harold Finds	2 lessons	-Infer characters'	Mini Lesson: LA.U15.RML3	-Use Assess Learning to	ELA:
<u>a Voice</u>		feelings and	- Mini Lesson	identify behaviors that	RL.K.1
		motivations.	- Have a Try	demonstrate meeting of	RL.K.2
			- Summarize and Apply	the goal.	RL.K.3
		-Identify when Harold	- Share		RL.K.4
		finds his voice.		-Observation through	RL.K.6
			Read Aloud:	discussion / anecdotal	RL.K.7
			Utilize the IRA folder to	notes	RL.K.9
			complete the following steps:		RL.K.10
			- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2
				_	SL.K.5
			Respond to the Text –		SL.K.6
			Shared/Interactive Writing		W.K.1
					W.K.3
			Independent Respond to		
			Reading- Create a character web		
			that describes Harold's character		
			traits.		
Ruby the	2 lessons	-Think deeply about	Mini Lesson: LA.U15.RML4	-Use Assess Learning to	ELA:
Copycat		characters.	- Mini Lesson	identify behaviors that	RL.K.1
			- Have a Try	demonstrate meeting of	RL.K.2
		-Identify the message	- Summarize and Apply	the goal.	RL.K.3
		about individuality.	- Share		RL.K.4
				-Observation through	RL.K.6
			Read Aloud:	discussion / anecdotal	RL.K.7
			Utilize the IRA folder to	notes	RL.K.9
			complete the following steps:		RL.K.10
			- Introduce the Text		RF.K.1
			- Read the Text		SL.K.1
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			ergarten Reading Curriculum		
			ergarten Reading Curriculum - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Answer the prompt: 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? -Administer a kindergarten level	 -Respond to Reading independent and shared writing activities -Cold read and vocabulary assessment. 	SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3
			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.		
<u>I Like Me!</u>	2 lessons	 Express whether one would behave like a character in a story. Infer the pig's feelings and motivations. 	Mini Lesson: LA.U15.RML5 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - - Introduce the Text - Read the Text - Discuss the Text	 -Use Assess Learning 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
			Respond to the Text – Shared/Interactive Writing	-Cold read and vocabulary assessment.	SL.K.2 SL.K.5 SL.K.6 W.K.1

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V.K.3
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set and
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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

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):

- <u>Glad Monster Sad Monster</u> by Ed Emberly
- Sometimes I'm Bombaloo by Rachel Vail
- <u>Llama Llama Mad at Mama</u> by Anna Dewdney
- Various nonfiction texts
- <u>Tikki Tikki Tembo</u> by Arlene Mosel
- <u>The Napping House</u> 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
The Feelings	2 lessons	- Utilize and describe	Whole Group Lesson: Introduce		ELA:
Book		meaning of new words	thematic vocabulary words from	-Use Assess Learning to	RL.K.1
		related to the theme.	the read alouds.	identify behaviors that	RL.K.2
				demonstrate meeting of	RL.K.3
		-Use information from	Mini Lesson: LA.U12.RML1	the goal.	RL.K.4
		the pictures and words	- Mini Lesson	-	RL.K.6
		to understand where a	- Have a Try		RL.K.7
		story happens.	- Summarize and Apply		RL.K.9

		Killde	ergarten Reading Curriculum		
			- Share		RL.K.10
		-Act out the characters'			RF.K.1
		feelings.	Read Aloud:		SL.K.1
			Utilize the IRA folder to		SL.K.2
			complete the following steps:		SL.K.5
			- Introduce the Text		SL.K.6
			- Read the Text		W.K.1
			- Discuss the Text		W.K.3
			Respond to the Text –		
			Shared/Interactive Writing		
			In domain domt Doom on dita		
			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.		
Mouse Was	2 lessons	-Recognize and	Mini Lesson: LA.U12.RML2	-Use Assess Learning to	ELA:
Mad		understand that stories	- Mini Lesson	identify behaviors that	RI.K.1
		happen in a variety of	- Have a Try	demonstrate meeting of	RI.K.2
		places and that a single	- Summarize and Apply	the goal.	RI.K.3
		story can have more	- Share		RI.K.4
		than one lesson.		-Observation through	RI.K.7
			Read Aloud:	discussion / anecdotal	RI.K.9
		-Describe how Mouse	Utilize the IRA folder to	notes	RI.K.10
		learns a lesson.	complete the following steps:		RF.K.1
			- Introduce the Text	-Respond to Reading	SL.K.1
			- Read the Text	independent and shared	SL.K.2
			- Discuss the Text	writing activities	SL.K.5
					SL.K.6
			Respond to the Text –		W.K.1
			Shared/Interactive Writing		W.K.2
					W.K.3

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		Kind	ergarten Reading Curriculum		<u>.</u>
			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.		
When Sophie Gets Angry- Really, Really Angry	2 lessons	 -Learn how a reader's voice changes when reading a sentence that ends with a period. -Learn how a reader's voice changes when reading a sentence that ends with a question mark. -Make connections to their own experiences with anger. 	Mini Lesson:SAS.U3.RML1-Mini Lesson-Have a Try-Summarize and Apply-ShareMini Lesson:SAS.U3.RML2-Mini Lesson-Have a Try-Summarize and Apply-ShareRead Aloud:Utilize the IRA folder tocomplete the following steps:-Introduce the Text-Read the Text-Discuss the TextRespond to the Text –Shared/Interactive WritingIndependent Respond toReading- Complete a feelingsbook for the week. Each daywrite about a different feelingand what made you feel thatway. Illustrate it.	 -Use Assess Learning to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities 	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

		Kinde	ergarten Reading Curriculum		
Harriet,	2 lessons	-Learn how to read	Mini Lesson: SAS.U3.RML3	-Use Assess Learning to	ELA:
You'll Drive		sentences with	- Mini Lesson	identify behaviors that	RI.K.1
Me Wild!		exclamation points to	- Have a Try	demonstrate meeting of	RI.K.2
		reflect the meaning of	- Summarize and Apply	the goal.	RI.K.3
		the story.	- Share		RI.K.4
				-Observation through	RI.K.7
		-Learn how a reader's	Mini Lesson: SAS.U3.RML4	discussion / anecdotal	RI.K.9
		voice changes to make	- Mini Lesson	notes	RI.K.10
		words written in bold	- Have a Try		RF.K.1
		letters sound important.	- Summarize and Apply	-Respond to Reading	SL.K.1
			- Share	independent and shared	SL.K.2
		-Discuss the messages		writing activities	SL.K.5
		about feelings and	Read Aloud:		SL.K.6
		family.	Utilize the IRA folder to		W.K.1
			complete the following steps:		W.K.2
			- Introduce the Text		W.K.3
			- Read the Text		
			- Discuss the Text		
			Respond to the Text –		
			Shared/Interactive Writing		
			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.		
Tough Boris	2 lessons	-Learn how a reader's	Mini Lesson: SAS.U3.RML5	-Use Assess Learning to	ELA:
		voice changes to make	- Mini Lesson	identify behaviors that	RI.K.1
		words written in all	- Have a Try	demonstrate meeting of	RI.K.2
		capital letters sound	- Summarize and Apply	the goal.	RI.K.3
		important.	- Share		RI.K.4
					RI.K.7
			Mini Lesson: SAS.U3.RML6		RI.K.9
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			ergarten Reading Curriculum		
		-Read fluently with	- Mini Lesson	-Observation through	RI.K.10
		phrasing so that the	- Have a Try	discussion / anecdotal	RF.K.1
		reading sounds like	- Summarize and Apply	notes	SL.K.1
		talking.	- Share		SL.K.2
				-Respond to Reading	SL.K.5
		-infer Boris's and the	Read Aloud:	independent and shared	SL.K.6
		boy's feelings.	Utilize the IRA folder to	writing activities	W.K.1
			complete the following steps:		W.K.2
			- Introduce the Text		W.K.3
			- Read the Text		
			- Discuss the Text		
			Respond to the Text –		
			Shared/Interactive Writing		
			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.		
Shoes Shoes	2 lessons	-Utilize and describe	Whole Group Lesson: Introduce	-Use Assess Learning to	ELA:
<u>Shoes</u>		meaning of new words	thematic vocabulary words from	identify behaviors that	RI.K.1
		related to the theme.	the read alouds.	demonstrate meeting of	RI.K.2
				the goal.	RI.K.3
					RI.K.4
		-Discuss different kinds	Read Aloud:	-Observation through	RI.K.7
		of shoes learned about	Utilize the IRA folder to	discussion / anecdotal	RI.K.9
		in the story.	complete the following steps:	notes	RI.K.10
			- Introduce the Text		RF.K.1
			- Read the Text	-Respond to Reading	SL.K.1
			- Discuss the Text	independent and shared	SL.K.2
				writing activities	SL.K.5
			Respond to the Text –		SL.K.6
			Shared/Interactive Writing		W.K.1

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		Kinde	ergarten Reading Curriculum		<u>.</u>
			Independent Respond to		W.K.2
			Reading- Answer the prompt:		W.K.3
			What do your shoes look like?		
			What activities are they good		
			for? What do you like about		
			them?		
Building a	2 lessons	-Write and draw about	Mini Lesson: WAR.U5.RML1	-Use Assess Learning to	ELA:
House		the topic of a nonfiction	- Mini Lesson	identify behaviors that	RI.K.1
		book in a reader's	- Have a Try	demonstrate meeting of	RI.K.2
		notebook.	- Summarize and Apply	the goal.	RI.K.3
			- Share		RI.K.4
		-Retell the steps		-Observation through	RI.K.7
		involved in building a	Read Aloud:	discussion / anecdotal	RI.K.9
		house.	Utilize the IRA folder to	notes	RI.K.10
			complete the following steps:		RF.K.1
			- Introduce the Text	-Respond to Reading	SL.K.1
			- Read the Text	independent and shared	SL.K.2
			- Discuss the Text	writing activities	SL.K.5
					SL.K.6
			Respond to the Text –		W.K.1
			Shared/Interactive Writing		W.K.2
					W.K.3
			Independent Respond to		
			Reading- Answer the prompt:		
			Does your home look like the		
			house in this book? In what ways		
			is it the same? How is it		
			different?		
How to Hide	2 lessons	-Notice when you have	Mini Lesson: WAR.U5.RML2	-Use Assess Learning to	ELA:
a Butterfly	2 1000010	learned something new	- Mini Lesson	identify behaviors that	RI.K.1
<u></u>		from reading and write	- Have a Try	demonstrate meeting of	RI.K.2
		about it in a reader's	- Summarize and Apply	the goal.	RI.K.3
		notebook.	- Share	and goui.	RI.K.4
		notototok.	Shure		RI.K.7
					RI.K.9
					11111./

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			ergarten Reading Curriculum		
		-Discuss how and why	Read Aloud:	-Observation through	RI.K.10
		animals use camouflage.	Utilize the IRA folder to	discussion / anecdotal	RF.K.1
			complete the following steps:	notes	SL.K.1
			- Introduce the Text		SL.K.2
			- Read the Text	-Respond to Reading	SL.K.5
			- Discuss the Text	independent and shared	SL.K.6
				writing activities	W.K.1
			Respond to the Text –		W.K.2
			Shared/Interactive Writing		W.K.3
			Independent Respond to		
			Reading- Complete Independent		
			Writing activity in the lesson		
			folder.		
A Fruit is a	2 lessons	-Draw and write about	Mini Lesson: WAR.U5.RML3	-Use Assess Learning to	ELA:
Suitcase for		interesting facts from a	- Mini Lesson	identify behaviors that	RI.K.1
Seeds		nonfiction book in a	- Have a Try	demonstrate meeting of	RI.K.2
		reader's notebook.	- Summarize and Apply	the goal.	RI.K.3
			- Share		RI.K.4
		-Acquire new		-Observation through	RI.K.7
		vocabulary and use it in	Read Aloud:	discussion / anecdotal	RI.K.9
		discussion.	Utilize the IRA folder to	notes	RI.K.10
			complete the following steps:		RF.K.1
			- Introduce the Text	-Respond to Reading	SL.K.1
			- Read the Text	independent and shared	SL.K.2
			- Discuss the Text	writing activities	SL.K.5
			- Discuss the Text	writing detryffies	SL.K.6
			Respond to the Text –		W.K.1
			Shared/Interactive Writing		W.K.2
			Sharea/Interactive writing		W.K.2 W.K.3
			Independent Respond to		_
			Reading- Complete Independent		
			Writing activity in the lesson		
			folder.		
L		1	1	•	

	Kindergarten Reading Curriculum						
I Love Our	2 lessons	-Understand there are	Mini Lesson: WAR.U5.RML4	-Use Assess Learning to	ELA:		
<u>Earth</u>		different ways to write	- Mini Lesson	identify behaviors that	RI.K.1		
		about nonfiction books.	- Have a Try	demonstrate meeting of	RI.K.2		
			- Summarize and Apply	the goal.	RI.K.3		
		-Identify the author's	- Share		RI.K.4		
		purpose.		-Observation through	RI.K.7		
			Read Aloud:	discussion / anecdotal	RI.K.9		
			Utilize the IRA folder to	notes	RI.K.10		
			complete the following steps:		RF.K.1		
			- Introduce the Text	-Respond to Reading	SL.K.1		
			- Read the Text	independent and shared	SL.K.2		
			- Discuss the Text	writing activities	SL.K.5		
					SL.K.6		
			Respond to the Text –		W.K.1		
			Shared/Interactive Writing		W.K.2		
					W.K.3		
			Independent Respond to				
			Reading- Complete Independent				
			Writing activity in the lesson				
			folder.				
The Doorbell	2 lessons	-Utilize and describe	Whole Group Lesson: Introduce	-Use Assess Learning to	ELA:		
Rang	2 10350115	meaning of new words	thematic vocabulary words from	identify behaviors that	RL.K.1		
<u>Itang</u>		related to the theme.	the read alouds.	demonstrate meeting of	RL.K.2		
		related to the memo.	the roug arounds.	the goal.	RL.K.3		
		-Understand that the	Mini Lesson: LA.U9.RML1	and Bound	RL.K.4		
		facts in a nonfiction	- Mini Lesson	-Observation through	RL.K.6		
		book are all related.	- Have a Try	discussion / anecdotal	RL.K.7		
			- Summarize and Apply	notes	RL.K.9		
		-Predict who will ring	- Share		RL.K.10		
		the doorbell and what		-Respond to Reading	RF.K.1		
		will happen to the	Read Aloud:	independent and shared	RF.K.2		
		cookies.	Utilize the IRA folder to	writing activities	SL.K.1		
			complete the following steps:		SL.K.2		
			- Introduce the Text		SL.K.5		
L	·		I				

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			ergarten Reading Curriculum		
			 Read the Text Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to 		SL.K.6 W.K.1 W.K.3
			Reading- Answer the prompt: When have you shared with someone? How did it make you feel?		
Mary Wore Her Red Dress	2 lessons	 -Understand that nonfiction books include information and facts about a topic the author knows and cares about. -Identify the repetitive language in the text and use it to participate in the story. 	Mini Lesson: - Mini Lesson- Mini Lesson- Have a Try- Summarize and Apply- ShareRead Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the TextRespond to the Text - Shared/Interactive Writing Independent Respond to Reading-Write a verse in the style of the story using the names of friends in the class.	 -Use Assess Learning 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 RF.K.2 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3
Over on the Farm	2 lessons	-Notice that some nonfiction writers organize information in the order that it happens.	<u>Mini Lesson:</u> LA.U9.RML3 - Mini Lesson - Have a Try - Summarize and Apply - Share	-Use Assess Learning 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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	1		ergarten Reading Curriculum		T = = = =
		- Identify the repetitive	Read Aloud:	-Observation through	RL.K.6
		language in the text and	Utilize the IRA folder to	discussion / anecdotal	RL.K.7
		use it to participate in	complete the following steps:	notes	RL.K.9
		the story.	- Introduce the Text		RL.K.10
			- Read the Text	-Respond to Reading	RF.K.1
			- Discuss the Text	independent and shared	RF.K.2
				writing activities	SL.K.1
			Respond to the Text –	_	SL.K.2
			Shared/Interactive Writing		SL.K.5
			0		SL.K.6
			Independent Respond to		W.K.1
			Reading- Draw a picture of an		W.K.3
			animal on the farm and write a		
			fact about it.		
When It Starts	2 lessons	-Recognize and	Mini Lesson: LA.U9.RML4	-Use Assess Learning to	ELA:
to Snow	2 10550115	understand that authors	- Mini Lesson	identify behaviors that	RL.K.1
		of nonfiction texts can	- Have a Try	demonstrate meeting of	RL.K.2
		tell about different kinds	- Summarize and Apply	the goal.	RL.K.3
		of people and places.	- Share	the goal.	RL.K.4
		or people and places.	- Share	-Observation through	RL.K.6
		-Understand that a	Mini Lesson: LA.U9.RML5	discussion / anecdotal	RL.K.7
		writer has a purpose in	- Mini Lesson	notes	RL.K.9
		writing about a topic.		notes	RL.K.10
		writing about a topic.	- Have a Try	Desmand to Deading	
			- Summarize and Apply	-Respond to Reading	RF.K.1
		- Identify the repetitive	- Share	independent and shared	RF.K.2
		language in the text and		writing activities	SL.K.1
		use it to participate in	Read Aloud:		SL.K.2
		the story.	Utilize the IRA folder to		SL.K.5
			complete the following steps:		SL.K.6
			- Introduce the Text		W.K.1
			- Read the Text		W.K.3
			- Discuss the Text		
			Respond to the Text –		
			Shared/Interactive Writing		
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·	-	Kinde	ergarten Reading Curriculum		<u>.</u>
			Independent Respond to Reading- Answer the prompt: What can you do in the snow? Where can you go?		
<u>Sleepy Bears</u>	3 lessons	 Think about what they know about a topic before reading a nonfiction book. Think about newly acquired knowledge after reading nonfiction. Identify the repetitive language in the text and use it to participate in the story. 	Mini Lesson:LA.U9.RML6-Mini Lesson-Have a Try-Summarize and Apply-ShareMini Lesson:LA.U9.RML7-Mini Lesson-Have a Try-Summarize and Apply-ShareRead Aloud:Utilize the IRA folder tocomplete the following steps:-Introduce the Text-Read the Text-Discuss the TextRespond to the Text –Shared/Interactive WritingIndependent Respond toReading- Answer the prompt:Which bear's adventure wouldyou most like to have? Why?-Administer a kindergarten levelappropriate cold read to assessstudents' comprehension skills.Assess learned vocabulary by	 -Use Assess Learning to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Cold read and vocabulary assessment. 	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

	Anityersarten Reading Carriedian					
				drawing a picture to illustrate a		
				given word and using it in a		
				sentence.		
- 1						

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- 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.

Gifted Students- Write about a time that they had an exceptionally strong feeling; use the internet to to look up more information about one of the topics read about in the text set; create a nursery rhyme following a familiar pattern.

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 problemsolving 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 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

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):

- <u>Thanking the Moon</u> by Grace Lin
- <u>Ling & Ting: Not Exactly the Same!</u> by Grace Lin
- Lissy's Friends by Grace Lin
- <u>Elmer</u> by David McKee
- <u>The Colors of Us</u> by Karen Katz
- <u>Be Who You Are!</u> By Todd Parr
- <u>The Squeaky, Creaky Bed</u> 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
Bringing in the New Year	3 lessons	- Utilize and describe meaning of new words related to the theme.	Mini Lesson: Introduce thematic vocabulary words from the read alouds.	-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.	ELA: RL.K.1 RL.K.2 RL.K.3
		-Gain new information from the illustrations in fiction texts.	<u>Mini Lesson:</u> LA.U18.RML1 - <i>Mini Lesson</i> - <i>Have a Try</i>		RL.K.4 RL.K.6 RL.K.7

-Observation through RL.K.9 Summarize and Apply -Relate the New Year discussion / anecdotal **RL.K.10** _ Share celebration in the story RF.K.1 notes SL.K.1 to their own Read Aloud: SL.K.2 celebrations. Utilize the IRA folder to -Respond to Reading independent and shared SL.K.5 complete the following steps: writing activities SL.K.6 *Introduce the Text* -W.K.1 Read the Text W.K.3 Discuss the Text Respond to the Text – *Shared/Interactive Writing* Independent Respond to Reading- Answer the prompt: *How does your family celebrate* the New Year? How is it the same and different from the *family in the story?* Dim Sum for 3 lessons -Notice how an Mini Lesson: LA.U18.RML2 -Use Assess Learning to ELA: Mini Lesson RL.K.1 Everyone! illustrator creates the identify behaviors that -RL.K.2 demonstrate meeting of illusion of sound and Have a Try _ Summarize and Apply RL.K.3 motion in illustrations. the goal. _ RL.K.4 Share _ -Notice the details the Mini Lesson: LA.U18.RML3 -Observation through RL.K.6 discussion / anecdotal RL.K.7 illustrator puts in the Mini Lesson -RL.K.9 background to Have a Try notes -**RL.K.10** communicate meaning. Summarize and Apply RF.K.1 -Respond to Reading Share _ -Identify the setting of independent and shared RF.K.2 writing activities SL.K.1 the story as a restaurant Read Aloud: in Chinatown. SL.K.2 Utilize the IRA folder to SL.K.5 complete the following steps: SL.K.6 -Introduce the Text

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			 Read the Text Discuss the Text Respond to the Text – Shared/Interactive Writing 		W.K.1 W.K.3
			Independent Respond to Reading- Draw your favorite food in the illustration style of Grace Lin.		
Fortune Cookie Fortunes	3 lessons	 -Notice the consistent way illustrators draw characters so they are recognizable throughout the book. -Notice the consistent way the illustrator draws the background of the story. -Predict whether the fortunes in the book will come true. 	Mini Lesson: Mini Lesson-Mini Lesson-Have a Try-Summarize and Apply-ShareMini Lesson: LA.U18.RML5-Mini Lesson-Have a Try-Summarize and Apply-ShareRead Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text-Read the Text - Discuss the Text-Respond to the Text - Shared/Interactive WritingIndependent Respond to Reading- Make up your own fortunes and write them on slips	 -Use Assess Learning 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 RF.K.2 SL.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3

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		Kinge	ergarten Reading Curriculum		
			of paper. Fold them in half and		
			share with friends.		
The Ugly	3 lessons	-Understand that	Mini Lesson: LA.U10.RML1	-Use Assess Learning to	ELA:
<u>Vegetables</u>		nonfiction can have both	- Mini Lesson	identify behaviors that	RL.K.1
		illustrations and	- Have a Try	demonstrate meeting of	RL.K.2
		photographs.	- Summarize and Apply	the goal.	RL.K.3
			- Share		RL.K.4
		-Notice and search for	-	-Observation through	RL.K.6
		information in simple	Mini Lesson: LA.U10.RML2	discussion / anecdotal	RL.K.7
		graphics in a nonfiction	- Mini Lesson	notes	RL.K.9
		book.	- Have a Try		RL.K.10
			- Summarize and Apply	-Respond to Reading	RF.K.1
		-Notice and retell details	- Share	independent and shared	SL.K.1
		about the gardens in the		writing activities	SL.K.2
		story.	Read Aloud:		SL.K.5
			Utilize the IRA folder to		SL.K.6
			complete the following steps:		W.K.1
			- Introduce the Text		W.K.3
			- Read the Text		
			- Discuss the Text		Science:
					K-ESS2-2
			Respond to the Text –		
			Shared/Interactive Writing		
			Sharea Interactive Writing		
			Independent Respond to		
			Reading- Complete Independent		
			U 1 1		
Vita Elvina	2 lessons	-Understand that the	Writing activity in lesson folder. Mini Lesson: LA.U10.RML3		ELA:
Kite Flying	\angle lessons	labels on illustrations		-Use Assess Learning to	ELA: RL.K.1
				identify behaviors that	RL.K.1 RL.K.2
		and photographs in nonfiction books offer	- Have a Try	demonstrate meeting of	RL.K.2 RL.K.3
			- Summarize and Apply	the goal.	
		more information.	- Share		RL.K.4
				-Observation through	RL.K.6
				discussion / anecdotal	RL.K.7
				notes	RL.K.9

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		-Make connections with other Grace Lin stories.	Reading Curriculum Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing	-Respond to Reading independent and shared writing activities	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
It's Okay to Be Different	3 lessons	 -Utilize and describe meaning of new words related to the theme. -Understand what a table of contents is and does. -Retell important information and details. 	Independent Respond to Reading- Design a kite that looks like an animal. Why did you choose that animal? <u>Whole Group Lesson:</u> Introduce thematic vocabulary words from the read alouds. <u>Mini Lesson:</u> LA.U11.RML1 - <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: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text –</i> <i>Shared/Interactive Writing</i>	 -Use Assess Learning 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.2 SL.K.5 SL.K.5 SL.K.6 W.K.1 W.K.3

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The Story of Ferdinand	3 lessons	-Notice and use sidebars to gain more information about the topic. -Understand and read all parts of a page in nonfiction to gain information. -Discuss the theme of the story.	American Science Independent Respond to Reading- Write the title of the book and the lesson learned from the story. Mini Lesson: LA.U11.RML2 - Mini Lesson - Have a Try - Summarize and Apply - Share Mini Lesson: - Mini Lesson - Share Mini Lesson: - Mini Lesson - Share Mini Lesson - Share Mini Lesson - Share Mini Lesson - Share Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to	 -Use Assess Learning 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	
			 complete the following steps: Introduce the Text Read the Text Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Write the title of the book and the lesson learned from the story.		W.K.1 W.K.3	

		Kinde	ergarten Reading Curriculum		
Leo the Late Bloomer	3 lessons	 -Notice and understand a simple plot with a problem and a solution. -Relate texts to one's own life and use background knowledge to understand problems. -Identify a fiction writer's use of time order by noting the season changes. 	Mini Lesson: LA.U13.RML1 - Mini Lesson - Have a Try - Summarize and Apply - Share Mini Lesson: LA.U13.RML2 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - - Introduce the Text - Discuss the Text - Discuss the Text Shared/Interactive Writing Independent Respond to Reading- Write the title of the book and the lesson le	 -Use Assess Learning 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.2 SL.K.5 SL.K.6 W.K.1 W.K.3
The Cow That Went Oink	3 lessons	 Understand that the story usually ends soon after the character solves the problem. Predict story outcomes. 	Mini Lesson:LA.U13.RML3-Mini Lesson-Have a Try-Summarize and Apply-ShareMini Lesson:LA.U13.RML4	-Use Assess Learning 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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		-Infer the importance of	- Mini Lesson	-Observation through	RL.K.9
		accepting differences	- Have a Try	discussion / anecdotal	RL.K.10
		and helping each other	- Summarize and Apply	notes	RF.K.1
		out.	- Share		SL.K.1
				-Respond to Reading	SL.K.2
			Read Aloud:	independent and shared	SL.K.5
			Utilize the IRA folder to	writing activities	SL.K.6
			complete the following steps:	_	W.K.1
			- Introduce the Text		W.K.3
			- Read the Text		
			- Discuss the Text		
			Respond to the Text –		
			Shared/Interactive Writing		
			Sharea Interactive Writing		
			Independent Respond to		
			Reading- Write the title of the		
			book and the lesson learned from		
			the story.		
Big Al	2 lessons	-Include the problem	Mini Lesson: LA.U13.RML5	-Use Assess Learning to	ELA:
		and solution when	- Mini Lesson	identify behaviors that	RL.K.1
		telling what happened in	- Have a Try	demonstrate meeting of	RL.K.2
		a story.	- Summarize and Apply	the goal.	RL.K.3
			- Share		RL.K.4
		-Infer why the little fish		-Observation through	RL.K.6
		do not want to be friends	Read Aloud:	discussion / anecdotal	RL.K.7
		with Big Al using text	Utilize the IRA folder to	notes	RL.K.9
		and pictures.	complete the following steps:		RL.K.10
		_	- Introduce the Text	-Respond to Reading	RF.K.1
			- Read the Text	independent and shared	SL.K.1
			- Discuss the Text	writing activities	SL.K.2
				, č	SL.K.5
			Respond to the Text –		SL.K.6
			Shared/Interactive Writing		W.K.1
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			Independent Respond to		W.K.3
			Reading- Write the title of the		
			book and the lesson learned from		
			the story.		
Hattie and the	3 lessons	-Utilize and describe	Whole Group Lesson: Introduce	Use Assess Learning to	ELA:
<u>Fox</u>		meaning of new words	thematic vocabulary words from	identify behaviors that	RL.K.1
		related to the theme.	the read alouds.	demonstrate meeting of	RL.K.2
				the goal.	RL.K.3
		-Notice how and why a	Mini Lesson: LA.U16.RML1		RL.K.4
		character changes from	- Mini Lesson	Observation through	RL.K.6
		the beginning to the end	- Have a Try	discussion / anecdotal	RL.K.7
		of a story.	- Summarize and Apply	notes	RL.K.9
			- Share		RL.K.10
		-Predict what will		-Respond to Reading	RF.K.1
		happen next in the	Read Aloud:	independent and shared	SL.K.1
		suspense of the story.	Utilize the IRA folder to	writing activities	SL.K.2
			complete the following steps:		SL.K.5
			- Introduce the Text		SL.K.6
			- Read the Text		W.K.1
			- Discuss the Text		W.K.3
			Respond to the Text –		
			Shared/Interactive Writing		
			Independent Respond to		
			Reading- Write the title of the		
			book and the lesson learned from		
			the story.		
Henny Penny	3 lessons	-Notice when a	Mini Lesson: LA.U16.RML2	-Use Assess Learning to	ELA:
		character learns a lesson	- Mini Lesson	identify behaviors that	RL.K.1
		in a story and apply this	- Have a Try	demonstrate meeting of	RL.K.2
		lesson to one's own life.	- Summarize and Apply	the goal.	RL.K.3
			- Share	8	RL.K.4
			Shure		RL.K.6
					RL.K.7
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		 -Infer simple messages in a work of fiction. -Discuss how story events along the way build on each other. 	Mini Lesson: LA.U8.RML1 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Answer the prompt: What did you think was the most interesting part of the story?	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities	RL.K.9 RL.K.10 RF.K.1 SL.K.2 SL.K.5 SL.K.6 W.K.1 W.K.3		
<u>Mr. Gumpy's</u> <u>Outing</u>	3 lessons	 Infer the author's message in a nonfiction text. Notice the same message across multiple works of fiction. Recognize elements of animal fantasies. 	Why? Mini Lesson: LA.U8.RML2 - Mini Lesson - Have a Try - Summarize and Apply - Share Mini Lesson: LA.U8.RML3 - Mini Lesson - Have a Try - Summarize and Apply - Share Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud:	 -Use Assess Learning 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.1 SL.K.2 SL.K.5 SL.K.6		

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			ergarten Reading Curriculum		
			Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading- Create a comic strip to retell the events of the story.		W.K.1 W.K.3
<u>My Friend</u> <u>Rabbit</u>	3 lessons	 Notice simple text organization. -Identify when a writer tells a story in time order. -Make connections across the Cumulative Tales text set. 	Mini Lesson: LA.U2.RML1 - Mini Lesson - Have a Try - Summarize and Apply - Share Mini Lesson: LA.U2.RML2 - Mini Lesson - Have a Try - Share Mini Lesson - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps: - Introduce the Text - Read the Text - Discuss the Text Respond to the Text – Shared/Interactive Writing	 -Use Assess Learning to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Cold read and vocabulary assessment. 	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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Kindergarten Reading Curriculum									
The	2 lessons	- Notice simple text	Independent Respond to Reading- Construct a story map of the order of events in the story. Mini Lesson: LA.U2.RML3	-Use Assess Learning to	ELA:				
Enormous Potato		 route simple text organization in cumulative tales. -Retell the important events of the story using illustrations. 	 Mini Lesson Mini Lesson Have a Try Summarize and Apply Share Read Aloud: Utilize the IRA folder to complete the following steps: Introduce the Text Read the Text Discuss the Text Respond to the Text – Shared/Interactive Writing Independent Respond to Reading-Write a new ending for the book. -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. 	 identify behaviors that demonstrate meeting of the goal. Observation through discussion / anecdotal notes Respond to Reading independent and shared writing activities Cold read and vocabulary assessment. 	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				

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 problemsolving 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.