

# **Bi-Borough Language Arts Curriculum 2015 Reading Grade Kindergarten**



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## KINDERGARTEN READING CALENDAR

Unit	Schedule
Unit 1: Readers Build Good Habits- Launching Reading Workshop	September/October
Unit 2: Readers Comprehend What They Read, Interact with Text and Respond to Reading through Accountable Talk	November/December
Unit 3: Readers Use Strategies when Reading Nonfiction in Order to Learn New Information	January/February
Unit 4: Readers Read Just Right Books and use Print Strategies	March/April
Unit 5: Readers Read a Variety of Genres	April/May
Unit 6: Readers Put it All Together	June

## KINDERGARTEN READING

### UNIT ONE: READERS BUILD GOOD HABITS

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#### COMMON CORE STANDARDS

- RL.K.1** With prompting and support, ask and answer questions about key details in a text.
- RL.K.5** Recognize common types of texts (e.g., storybooks, poems)
- RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.K.5** Identify the front cover, back cover, and title page of a book.
- RF.K.1** Demonstrate understanding of the organization and basic features of print.
- a. Follow words from left to right, top to bottom, and page by page
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
- SL.K.1** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
- SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems

- 9.1.4.E.1** Integrate digital media to enhance communication  
**9.1.4.F.1** Promote ethical behavior and accountability

## **BIG IDEAS/COMMON THREADS**

All students will sustain reading complex texts through a variety of genres with comprehension and fluency.

## **ENDURING UNDERSTANDINGS**

Readers use concepts of print, routines and the meaning of text to build a community of readers.

## **ESSENTIAL QUESTIONS**

How do readers use concepts of print, routines and the meaning of text to build a community of readers?

## **MODULE ASSESSMENT**

Shared Reading and Read Aloud Lessons participation  
Informal observations, approximate reading using emergent story books, star books, and other familiar favorites  
Mondo Oral Language Assessment

## **UNIT OBJECTIVES**

Students will be able to...

- follow routines and procedures of Reading Workshop (see appendix for a list of routines and procedures)
- build a community of readers - whole group, small group, and partnerships
- listen silently to direct instruction
- predict, ask and answer questions about text
- retell familiar stories with prompting and support
- approximate reading familiar story books

## **SKILLS**

Students will be able to...

- show respect for fellow readers and teacher by not interrupting and using whisper voices
- begin to use some concepts of print during shared reading: spacing, directionality, punctuation
- in group discussion, talk about the relationships between pictures and words
- use dependable story patterns to track print and approximate reading
- identify the front cover, back cover, title, author, illustrator
- begin to classify emergent texts into genres (fiction, nonfiction, poems and song)

## **RESOURCES**

### **MONDO**

#### **Big Books**

*Little Bears*

*It Didn't Frighten Me*

*What Comes First?*

*I Eat Leaves*

*At Work*

*Five Little Monkeys*

*My Picture Dictionary*

*Hands Hands*

#### **Charts and Songs**

*Open, Shut Them*

*Walking in the Woods*

*Three Little Monkeys*

## **AUTHENTIC LITERATURE**

### **Star Books**

Chicka Chicka Boom Boom

The Very Hungry Caterpillar

Rosie's Walk

Mary Wore Her Red Dress

Timothy Goes to School

### **Suggested Read Alouds**

Pfister, Marcus, RainbowFish

Wells, Rosemary. BunnyCakes

Wells, Rosemary. Max'sBreakfast

Henkes, Kevin Chrysanthemum

## KINDERGARTEN READING

### UNIT TWO: READERS COMPREHEND WHAT THEY READ

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#### COMMON CORE STANDARDS

- RL.K.2** With prompting and support, retell familiar stories, including key details.
- RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RF.K.1** Demonstrate understanding of the organization and basic features of print.
- a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
- SL.K.1** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
- SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

## **BIG IDEAS/COMMON THREADS**

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

## **ENDURING UNDERSTANDINGS**

Readers derive meaning through text by interacting with the text and responding through accountable talk.

## **ESSENTIAL QUESTIONS**

How do readers derive meaning through text, interact with the text and respond through accountable talk?

## **MODULE ASSESSMENT**

Retell the beginning, middle and end of a story with prompting and support

Identify story elements through illustrations with prompting and support

Identify rhyming words in Shared Reading

Informal, ongoing observations and conference notes

DRA

## **UNIT OBJECTIVES**

Students will be able to...

- use pictures to read predictable text
- distinguish between letters and words
- recognize and name the rhyming words in emergent story books
- with prompting and support use schema to make connections (text to self, text to text, text to world)
- have meaningful discussion about books
- in group discussions, name the story elements (character, setting, problem and solution)
- retell the beginning, middle and end of a story
- make connections to self, text and world.
- make reasonable predictions
- use story elements to retell familiar storybooks
- chorally read rhyming books
- compare and contrast characters

## **SKILLS**

Students will be able to...

- point to words when tracking print and identify the difference between letters and words
- identify high frequency words in big books, poems and songs
- identify story elements (character, setting, problem, solution)



- retell what happened in the beginning, middle and end of a story
- use clues from the text and their schema to make predictions throughout the story
- use accountable talk and agreed upon language for discussions in whole group, small group, and partnerships
- identify rhyming patterns

## **RESOURCES**

### **MONDO**

#### **Big Books**

*Itch Itch*

*A week with Aunt Bea*

*A trip to the City*

*Oh No!*

*Crunchy Munchy*

*Selections from Jewels (Poem anthology)*

*My Picture Dictionary*

#### **Charts/Song**

*Three Bears*

*1,2,3*

*Run Away*

### **WRIGHT GROUP**

#### **Big Books**

*Mrs. Wishy Washy Books*

*Dan the Flying Man*

### **AUTHENTIC LITERATURE**

#### **Star Books**

*Corduroy*

*Ira Sleeps Over*

*If You Give a Mouse a Cookie*

*Cookie's Week*

#### **Suggested read alouds**

*Time to Sleep* by Denise Fleming

*Old Bear* by Kevin Henkes

Stories written by Mercer Mayer

Stories written by Jan Brett

# KINDERGARTEN READING

## UNIT THREE: READERS USE STRATEGIES FOR NONFICTION/INFORMATIONAL READING

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### COMMON CORE STANDARDS

- RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- RI.K.5** Identify the front cover, back cover, and title page of a book.
- RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RF.K.1** Demonstrate understanding of the organization and basic features of print.
- a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.4** Read emergent-reader texts with purpose and understanding.
- L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

## **BIG IDEAS/COMMON THREADS**

All students will sustain reading increasingly complex text through a variety of genres with comprehension and fluency.

## **ENDURING UNDERSTANDINGS**

Readers acquire and connect new facts by reading nonfiction/informational text.

## **ESSENTIAL QUESTIONS**

How do readers acquire and connect new facts by reading nonfiction/informational text?

How do readers build their schema while reading nonfiction/informational books on the same topic?

## **MODULE ASSESSMENT**

Informal conferences and ongoing observations

Fountas and Pinnell picture sorts

## **UNIT OBJECTIVES**

Students will be able to...

- learn new information from nonfiction text
- use features of nonfiction
- recognize features of nonfiction informational texts
- connect new information with prior knowledge
- use illustrations and text to talk about nonfiction information
- recognize and read some high frequency words
- apply a variety of strategies to read some emergent text (high frequency words, letter sound correspondence, context clues)

## **SKILLS**

Students will be able to

- use pictures and words to gather facts
- attempt to decode unknown words by using initial, medial and final sounds
- locate different features of nonfiction/informational text.
- understand the responsibility of nonfiction/informational authors and illustrators
- use information from illustrations, diagrams and graphs in text.
- make text to text and text to world connections about informational books on the same topic
- with prompting and support, compare and contrast books on the same topic
- classify and categorize new information learned
- use schema to make predictions
- ask and answer questions about key details and content specific words

## **RESOURCES**

### **MONDO**

#### **Big Books**

*Chickens*

*Is this a Monster?*

*Who lives in the Sea?*

*Make a Valentine*

*Little Bears*

*What Comes First?*

*I Eat Leaves*

*At Work*

*My Picture Dictionary*

#### **Charts and Songs**

*Walking in the Woods*

*Let's Sing it*

*A Honking Jam*

## **AUTHENTIC LITERATURE**

### **Suggested Read Alouds**

Gail Gibbons Chicks and Chickens

Gail Gibbons Coral Reefs

Gail Gibbons Penguins

Gail Gibbons Grizzly Bears

Gail Gibbons Polar Bear

Gail Gibbons Panda Bear

Gail Gibbons Sharks

Gail Gibbons Valentines Day

Gail Gibbons Whales

## **KINDERGARTEN READING**

### **UNIT FOUR: READERS READ JUST- RIGHT BOOKS AND USE PRINT STRATEGIES**

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#### **COMMON CORE STANDARDS**

- RL.K.1** With prompting and support, ask and answer questions about key details in a text.
- RL.K.5** Recognize common types of texts (e.g., storybooks, poems)
- RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.K.5** Identify the front cover, back cover, and title page of a book.
- RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.10** Actively engage in group reading activities with purpose and understanding.
- RF.K.1** Demonstrate understanding of the organization and basic features of print.
- a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
  - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

<b>RF.K.4</b>	Read emergent-reader texts with purpose and understanding.
<b>9.1.4.A.1</b>	Apply critical thinking and problem solving skills to solve problems
<b>9.1.4.E.1</b>	Integrate digital media to enhance communication
<b>9.1.4.F.1</b>	Promote ethical behavior and accountability

## **BIG IDEAS/COMMON THREADS**

All students will sustain reading increasingly complex text through a variety of genres with comprehension and fluency

## **ENDURING UNDERSTANDINGS**

Readers read just right books and use print strategies.

## **ESSENTIAL QUESTIONS**

What is a just right book?

What are print strategies needed to support conventional reading?

## **MODULE ASSESSMENT**

Readers will be able to use print strategies to facilitate reading just right books

## **UNIT OBJECTIVES**

Students will be able to...

- read a book at their just-right level
- use illustrations and text to help them read
- identify genre
- use syllables, sounds and phonemes
- with prompting and support, retell their books
- demonstrate knowledge of letter sound correspondence
- read common high frequency words

## **SKILLS**

Students will be able to...

- follow the patterns of predictable text
- use phonemic awareness as a reading strategy
- apply grade level decoding skills to read emergent book
- utilize features of print to make meaning
- choose among grade appropriate strategies to decode unknown words

## **RESOURCES**

### **MONDO**

Refer to the shared reading list in MONDO as various genres are presented

### **Authentic Literature**

Leveled texts from book baskets

## **KINDERGARTEN READING**

### **UNIT FIVE: READERS READ A VARIETY OF GENRES**

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#### **COMMON CORE STANDARDS**

- RL.K.5** Recognize common types of texts (e.g., storybooks, poems)
- RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10** Actively engage in group reading activities with purpose and understanding.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability

#### **BIG IDEAS/COMMON THREADS**

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

#### **ENDURING UNDERSTANDINGS**

Readers explore books by genre

#### **ESSENTIAL QUESTIONS**

What types of genres do readers read?

#### **MODULE ASSESSMENT**

Identify different genres

Readers' response – Choose your favorite genre and explain why.  
(Opinion writing)



## UNIT OBJECTIVES

Students will be able to...

- read for an authentic purpose
- recognize the different genres
- interact with different genres
- name the author and/or illustrator and explain what each does
- ask and answer questions about the text
- identify the main topic and retell key details
- identify similarities and differences between multiple texts on the same topic

## SKILLS

Students will be able to...

- use books for different purposes
- classify books into genres
- compare and contrast books of the same topic
- understand the difference between a question and a statement
- build a bank of question words
- build a bank of words that are specific to story elements

## RESOURCES

### MONDO

Refer to the shared reading list in MONDO as various genres are presented

### Authentic Literature

Yes Day! Amy Krauss

Time To Sleep Denise Fleming

Old Bear Kevin Henkes

Corduroy Don Freeman/

Planting a Rainbow Lois Elhert

Growing Vegetable Soup Lois Elhert

Harold and the Purple Crayon Crockett Johnson

Knuffle Bunny series Mo Willems

Cookie's Week by Cindy Ward

### Star Books:

The Very Hungry Caterpillar Eric Carle

Bunny Cakes Rosemary Wells

If You Give a Mouse a Cookie Laure Numeroff

**Book Pairs:**

*A Weekend With Wendell* Kevin Henkes  
*Ira Sleeps Over* Waber  
*Chrysanthemum* Kevin Henkes  
*Timothy Goes to School* Rosemary Wells

**Poetry:**

*Kids Poems* Regie Routman  
*Handsprings* Douglas Florian  
*Flashy Clashy and Oh So Splashy* Laura Purdie Salas  
*Mary Had a Little Jam* Bruce Lansky  
*Dog-ku* Andrew Clements  
*Pizza the Size of the Sun* Jack Prelutsky

**Informational Text/Non Fiction:**

Gail Gibbons *Chicks and Chickens*  
Gail Gibbons *Coral Reefs*  
Gail Gibbons *Penguins*  
Gail Gibbons *Grizzly Bears*  
Gail Gibbons *Polar Bear*  
Gail Gibbons *Panda Bear*  
Gail Gibbons *Sharks*  
Gail Gibbons *Valentines Day*  
Gail Gibbons *Whales*  
Let's Find Out (Scholastic Magazine) Scholastic Posters  
National Geographic Magazine Young Explorer  
Web sites: teachers will select from a variety of web sites

## **KINDERGARTEN READING**

### **UNIT SIX: READERS PUT IT ALL TOGETHER**

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#### **COMMON CORE STANDARDS**

<b>RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems)
<b>RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.
<b>RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.
<b>RF.K.4</b>	Read emergent-reader texts with purpose and understanding.
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>9.1.4.A.1</b>	Apply critical thinking and problem solving skills to solve problems
<b>9.1.4.E.1</b>	Integrate digital media to enhance communication
<b>9.1.4.F.1</b>	Promote ethical behavior and accountability

#### **BIG IDEAS/COMMON THREADS**

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

#### **ENDURING UNDERSTANDINGS**

Readers reflect on their growth as readers

#### **ESSENTIAL QUESTIONS**

How have we grown as readers?

#### **MODULE ASSESSMENT**

Reflective self-assessment writing piece on reading growth

#### **UNIT OBJECTIVES**

Students will be able to...

- recognize that they have skills as readers
- recognize that they have acquired strategies as readers
- identify different types of texts
- read with an author's purpose and voice
- discuss books using accountable talk with a partner

#### **SKILLS**

Students will be able to...

- select books willingly
- exhibit preferences when selecting books

- learn to identify themselves as readers
- participate in partner and whole group discussions

## **RESOURCES**

### **MONDO**

Refer to the shared reading list in MONDO as various genres are presented

### **Authentic Literature**

Leveled texts from book baskets