

Elementary Reading Curriculum: Units of Study in Reading

Kindergarten

Unit 1: We Are Readers			
Overview	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • become familiar and actively participate in reading workshop • recognize letters and match letter names to sounds • participate in reading partnerships • use emergent reader storybooks to read • use strategies to read nonfiction text <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Readers use knowledge of concepts of print about books. • Readers can learn information from nonfiction books by using many strategies. • Readers can use story language and match language to illustrations as they begin emergent storybook reading. 		
Unit Learning Bends	Bend I: Reading to Learn About the World	Across this bend, teachers will teach students how to approximate read nonfiction books, and they'll support work with concepts of print. During this bend, teachers will read emergent storybooks to students during read aloud time.	Priority Standards across the Unit that will be addressed: RF.K.1 RF.K.3 RF.K.4 RI.K.1 RI.K.5 RI.K.6 RL.K.1 RL.K.2 RL.K. 6 SL.K.1
	Bend II: Reading Favorite Storybooks	Across this bend, students will retell familiar storybooks and learn about story elements such as characters and setting.	
Unit Resources	Suggested Key Texts for Read Aloud and for Minilessons: <ul style="list-style-type: none"> • <i>Fur, Feather, Fin - All of Us Are Kin</i> by Diane Lang 		

	<ul style="list-style-type: none"> • Teachers can choose a nonfiction text of student interest, ideally more than one about the same topic. • Emergent storybooks - The following are referenced across the unit: <ul style="list-style-type: none"> ○ <i>A Big Mooncake for Little Star</i> by Grace Lin ○ <i>The Three Billy Goats Gruff</i> by Paul Galdone ○ <i>Max and the Tag-Along Moon</i> by Floyd Cooper ○ <i>Caps for Sale</i> by Exphyr Slobodkina • Additional emergent storybook possibilities: <ul style="list-style-type: none"> ○ <i>Harry and the Dirty Dog</i> ○ <i>My Day with Payne</i> ○ <i>Martina the Beautiful Cockroach</i> ○ <i>Mela and the Elephant</i> ○ <i>Koala Lou</i> ○ <i>Zombies Don't Eat Veggies</i> ○ <i>A Sled for Gabo</i>
<p>Lesson Topics Across the Unit</p>	<p>Lesson 1: Reading the World Lesson 2: Reading Books to Learn about the World Lesson 3: Learning How Books Work Lesson 4: Readers Reread Lesson 5: Readers Read by Themselves and with Others Lesson 6: Readers Talk about Their Learning with a Partner: Marking “Wow” Pages Lesson 7: Readers Notice and Learn New Ideas and New Words Lesson 8: Readers Add a Pinch of Their Thinking to the Page Lesson 9: Readers Learn from Words in Books Lesson 10: Pictures Help Bring Meaning to the Story Lesson 11: Making the Words You Read Match the Words on the Page Lesson 12: Readers Use Exact Character Words Lesson 13: If There Are a Lot of Words, There’s a Lot of Story Lesson 14: Readers Use Special Connecting Words to Put Storybook Pages Together Lesson 15: Readers Use the Repeating Parts in Books to Help Them Story-Tell Lesson 16: Readers Can Point to and Read Words in Their Star Storybooks Lesson 17: Adding Labels to the Pictures in Our Star Storybooks</p>
<p>Unit 2: Sharing Reading</p>	
<p>Overview</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • recognize letters and match letter names to sounds • participate in reading partnerships • use emergent reader storybooks to read • orient themselves to a new text <p>Enduring Understandings</p>

	<ul style="list-style-type: none"> • Readers use knowledge of concepts of print to handle books. • Readers know that sentences are made up of individual words. • Readers can use story language and match language to illustrations as they begin emergent storybook reading. 		
Unit Learning Bends	Bend I: Ready to Read	In this bend, teachers will support readers as they begin to build strategies for reading and continue to refine their knowledge of concepts of print, focusing on 1:1 matching. Specific strategies taught include taking a sneak peek, pointing to a word, using high frequency words, using patterns, and using the letters to help read.	Priority Standards across the Unit that will be addressed: RF.K.1 RF.K.3 RF.K.4 RL.K.1 RL.K.2 RL.K.6 SL.K.1
	Bend II: Better Together	In this bend, teachers will support readers to continue the work they did in Bend I while also building their skills in working with a partner and talking/discussing their reading.	
	Bend III: Giving the Gift of Reading	In this bend, teachers will support readers as they work on beginning fluency skills with the books they are reading so they can share their books with others.	
Unit Resources	<p>Suggested Key Texts for Read Aloud and for Minilessons:</p> <ul style="list-style-type: none"> • <i>National Geographic Kids: Weather</i> by Kristin Baird Rattini • <i>Goodbye Summer, Hello Autumn</i> by Kenard Pak • <i>Summer Green to Autumn Gold: Uncovering Leaves Hidden Colors</i> by Mia Posada <p>Unit Reader Titles for Mini-Lessons: My Toys, The Snow, I See My..., Things I Like to Do, Things I See at School, I Can, Look!, I Like My Bike, I Can Read, At the Zoo, I Like to Eat</p>		
Lesson Topics across the Unit	<p>Lesson 1: Readers Study Words Everywhere Lesson 2: Reading with One-to-One Matching Lesson 3: Take a Sneak Peek before You Read Lesson 4: Use the Pattern to Help You Read Lesson 5: Use Words You Know in a Snap Lesson 6: Notice Letters and Use Sounds to Check Lesson 7: Readers Use Pointing, Patterns, Words They Know in a Snap, and Letters to Read Lesson 8: Partners Make a Plan for Reading Together Lesson 9: Partners Help Each Other Monitor Their Reading Lesson 10: Partners Coach Each Other in Helpful Ways Lesson 11: Partners Use Words They Know in a Snap as They Read</p>		

	<p>Lesson 12: Partners Talk about Books</p> <p>Lesson 13: Partners Share Goals</p> <p>Lesson 14: Giving the Gift of Reading</p> <p>Lesson 15: Readers Share Their Thinking</p> <p>Lesson 16: Adding to Books to Represent Yourself and Your Community</p> <p>Lesson 17: Sharing What You Notice about Letters and Words</p> <p>Lesson 18: Making Book Gifts</p> <p>Lesson 19: Preparing for a Community Celebration</p>
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Unit 3: Super Powers

Overview	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • decode CVC words • read SNAP words automatically • demonstrate basic comprehension of what they read <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Readers use their letter-sound knowledge to decode CVC words. • Readers use strategies when the text does not make sense. • Readers can read their books to others to share the gift of reading.
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Unit Learning Bends	Bend I: Using Superpowers to Actually Read Words—Slider Power and More	Across this bend, teachers will teach readers the “super powers” they need to read. They will introduce them to use pointer power, slider power, snap word power, think power, and fix-it power to decode CVC words and make sense of what they are reading.	<p>Priority Standards across the Unit that will be addressed:</p> <p>RF.K.1</p> <p>RF.K.3</p> <p>RL.K.1</p> <p>RL.K.2</p>
	Bend II: Rereading to Bring Books to Life	Across this bend, teachers will encourage readers to continue to use their super powers from bend I while introducing two new super powers: reread power and word-part power. They will have a mini-celebration where students read one of their books to another class (possibly pre-K).	
	Bend III: Tapping into Every Power	Across this bend, teachers will continue to teach and reinforce that readers use all their super powers together when they read. As students gain more phonics knowledge during phonics workshop, teachers will encourage them to use word parts when they read.	

Unit Resources	<p>Suggested Key Texts for Read Aloud and for Minilessons:</p> <ul style="list-style-type: none"> • <i>Laxmi's Mooch</i> by Shelly Anand • <i>Night Job</i> by Karen Hesse • <i>My Papi Has a Motorcycle</i> by Isabel Quintero
Lesson Topics across the Unit	<p>Lesson 1: Readers Have Super Powers to Look, Point, and Read</p> <p>Lesson 2: Super Readers Decide Which Power to Use</p> <p>Lesson 3: Super Readers Look through Words from Beginning to End</p> <p>Lesson 4: Readers Think While They Read</p> <p>Lesson 5: Super Readers Fix It</p> <p>Lesson 6: Super Readers Team Up to Give Reminders and Use Powers Together</p> <p>Lesson 7: Super Readers Reread</p> <p>Lesson 8: Super Readers Read and Reread with Punctuation in Mind</p> <p>Lesson 9: Readers Reread to Turn Words into Words They Know in a Snap</p> <p>Lesson 10: Readers Reread to Understand the Meaning of Words</p> <p>Lesson 11: Rereading to Learn What Makes a Character Special</p> <p>Lesson 12: Readers Reread to Make Their Voices Match the Characters' Feelings</p> <p>Lesson 13: Readers Reread to Better Understand Their Books</p> <p>Lesson 14: Readers Rap to Practice Word-Part Power</p> <p>Lesson 15: Readers Use Little Words to Read Bigger Words</p> <p>Lesson 16: Super Readers Use All Their Powers</p> <p>Lesson 17: Super Readers Say and Show Who They Are</p>

Unit 4: Boosting Reading Power

Overview	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • attend to all letters/sounds while decoding a word • apply their phonics knowledge to continuous text • blend sounds together to decode longer words with short vowels • read high frequency words automatically • think carefully about what they read to grow comprehension <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Readers use all of their phonics knowledge to decode words. • Readers use pictures to learn even more about the story that is not in the text. • Readers use many strategies to understand and think about what they read.
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Unit Learning Bends	Bend I: Boosting Thinking Power	Across this bend, teachers will give students a new power: picture power. Students will use this power to confirm what they decoded. They will also study the pictures	
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	Through Picture Power	to notice details that are not in the words to boost their "think power." They will work to boost their "think power" as they read in other ways as well by noticing the characters' feelings, making predictions, noticing when things change, and making movies in their mind.	Priority Standards across the Unit that will be addressed: RF.K.1 RF.K.3 RL.K.1 RL.K.2 RL.K.3 RL.K.7
	Bend II: Boosting Slider Power	Across this bend, teachers will support students to transfer their work from phonics to boost their slider power. Teachers will encourage them to say all the sounds from beginning to end and to slide through again if their first attempt does not make sense. In terms of phonics, students will pay special attention to short vowels, the most common digraphs (sh, ch, th), doublets (ff, zz, ll), and -s endings. Adding this phonics knowledge will make even more words decodable to students. There will be much work with Elkonin boxes in this unit to help students make the connection between spoken and written language. Teachers will add "Vowel Power" to their list of powers.	
	Bend III: Boosting Snap Word Power	Across this bend, teachers will support students in growing their collection of high frequency words. They'll help them see that as soon as they use slider power to figure out a word, that word is on its way to becoming a "snap" word. The more times they meet and solve that word, the more chances their brain gets to learn the way the sounds and the letters go together until one day they will see the word and they won't need to figure it out. Their brain will just know it like an old friend!	
Unit Resources	Suggested Key Texts for Read Aloud and Minilessons: <ul style="list-style-type: none"> • <i>What's My Superpower?</i> by Aviaq Johnston • <i>A Plan for Pops</i> by Heather Smith and Brooke Kerrigan • <i>Dolphin SOS</i> by Roy Miki and Slavia Miki • <i>Strictly No Elephants</i> by Lisa Mantchev 		

<p>Lesson Topics across the Unit</p>	<p>Lesson 1: Super Readers Study Pictures to See More and Understand More Lesson 2: Picture Power Helps Super Readers Think about Story Elements Lesson 3: Super Readers Activate Picture Power to Predict Lesson 4: Super Readers Change Their Thinking Lesson 5: Picture Power Helps Super Readers Envision the Story Lesson 6: Super Readers Use Picture Power to Check Their Reading Lesson 7: Super Readers Turbo-Boost Their Slider Power to Read Longer Words Lesson 8: Super Readers Look Closely at Vowels Lesson 9: Super Readers Recognize Letter Pairs that Represent a Single Sound Lesson 10: Super Readers Notice More Digraphs Lesson 11: Super Readers Are Flexible Lesson 12: Super Readers Combine Their Powers Lesson 13: Super Readers Use Slider Power to Strengthen Their Power to Read Words in a Snap Lesson 14: Super Readers Learn More about Letters and Sounds by Studying Words They Know in a Snap Lesson 15: Familiar Words Can Help Super Readers Read Other Words Lesson 16: Super Readers Self-Assess and Practice Words They Know in a Snap</p>
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Unit 5: Becoming Avid Readers

<p>Overview</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • attend to all letters/sounds while decoding a word • apply their phonics knowledge to continuous text • blend sounds together to decode longer words • read high frequency words automatically • use a variety of comprehension strategies in a wide range of texts <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Readers use all of their phonics knowledge to decode words. • Readers use many strategies to understand and think about what they read. • Readers can talk and teach others about what they have been reading.
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<p>Unit Learning Bends</p>	<p>Bend I: We Are Avid Readers</p>	<p>Across this bend, the teacher will help readers to strengthen their thinking skills in nonfiction text. They'll teach them to stop and think about what they learned, ask questions, and react to the information they are reading about.</p>	<p>Priority Standards across the</p>
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	<p>Bend II: Playing with Phonics</p>	<p>Across this bend, teachers will support readers to continue their work with blends and digraphs at both the start and the end of words, as well as learning about the -ng ending. Students will learn ways they can have phonics playdates to practice all of the phonics they have learned this year.</p>	<p>Unit that will be addressed:</p> <p>RF.K.1 RF.K.3 RL.K.1 RL.K.2 RL.K.3</p>
	<p>Bend III: Avid Readers Find More Ways to Grow</p>	<p>Across this bend, teachers will help students to build their comprehension skills as they read. They will introduce them to playdates they can have with their partners to grow their thinking about what they read.</p>	<p>RL.K.7 RI.K.1 RI.K.2 RI.K.7</p>
<p>Unit Resources</p>	<p>Suggested Key Texts for Read Aloud and Minilessons:</p> <ul style="list-style-type: none"> • <i>Crossings: Extraordinary Structures for Extraordinary Animals</i> by Katy S. Duffield • <i>Big Machines</i> by Karen Wallace (DK Reader) • <i>Dreaming Up: A Celebration of Building</i> by Christy Hale • <i>Brick by Brick</i> by Heidi Woodward 		
<p>Lesson Topics across the Unit</p>	<p>Lesson 1: What Is an Avid Reader? Lesson 2: Avid Readers React to Books Lesson 3: Avid Readers Wonder: Having and Answering Questions about Books Lesson 4: Learning from Books, Then Explaining Your New Learning to Others Lesson 5: Avid Readers Make Playdates Lesson 6: Reading with Different Voices Lesson 7: Avid Readers Make Phonics Playdates Lesson 8: Playing with Blends Lesson 9: Reading Words that End with <i>NG</i> Lesson 10: Writing Decodable Books like a Teacher Lesson 11: Being the Teacher While Playing School Lesson 12: Doing Shared Reading While Playing School Lesson 13: Reacting to Books Lesson 14: Capturing Thinking about Books Lesson 15: Avid Readers Reach for Just-Right Words to Describe Feelings Lesson 16: Close Reading and Book-Based Pretending Lesson 17: Reading for Meaning and Rhythm and Fun Lesson 18: Readers Bring Out a Poem’s Meaning and Feeling</p>		

Kindergarten Suggested Read Aloud Titles

- *Goodbye Summer Hello Autumn* by Kenard Pak
- *A Plan for Pops* by Heather Smith and Brooke Kerrigan
- *Weather* by Kristin Baird Rattini
- *Big Machines* by Karen Wallace
- *Dreaming Up: A Celebration of Building* by Christy Hale
- *Mrs. Wishy Washy* by Joy Cowley
- *Pig Has a Plan* by Ethan Long
- *Dolphin SOS* by Roy Miki and Slavia Miki
- *Brick by Brick* by Heidi Woodward Sheffield
- *Max and the Tag-Along Moon* by Floyd Cooper
- *Laxmi's Mooch* by Shelly Anand
- *Night Job* by Karen Hesse
- *Strictly No Elephants* by Lisa Mantchev
- *Summer Green to Autumn Gold* by Mia Posada
- *Harry the Dirty Dog* by Gene Zion