

Course Description

The students will acquire basic reading and decoding skills enabling them to read and use grade-level vocabulary to comprehend grade-level fiction and non-fiction texts.

Scope and Sequence

Timeframe	Unit	Instructional Topics
24 Day(s)	Unit 1: We Are Readers	1. Unit 1 Read-Aloud 2. Unit 1 Shared Reading 3. Bend I: Launching with Learn-About-The-World Books 4. Bend II: Reading Old Favorite Storybooks
30 Day(s)	Unit 2: Super Powers	1. Unit 2 Read-Aloud 2. Unit 2 Shared Reading 3. Bend I: Using Super Powers to Look and Point, and Then Read Everything 4. Bend II: Taking On Even the Hardest Words 5. Bend III: Bringing Books to Life
30 Day(s)	Unit 3: Bigger Books, Bigger Reading Muscles	1. Unit 3 Read-Aloud 2. Unit 3 Shared Reading 3. Bend I: Tackling More Challenging Books 4. Bend II- Zooming in on Letters and Sounds 5. Bend III- Graduation: Becoming Stronger Readers
30 Day(s)	Unit 4: Becoming Avid Readers	1. Unit 4 Read Aloud 2. Unit 4 Shared Reading 3. Bend I: Becoming an Avid Reader 4. Bend II: Learning from All-About Books 5. Bend III: Falling in Love with Poetry

Prerequisites

Students will need to be able to listen, express their needs, react to others, and understand what others intend. Students will need to have basic phonemic and phonological awareness.

Course Instructional Resources/Textbook

Lucy Calkins' Kindergarten Reading Units of Study manuals:

[We Are Readers](#)

[Super Powers](#)

[Bigger Books](#)

[Bigger Reading Muscles](#)

[Becoming Avid Readers](#)

Begin Running Records (Teachers College)

UNIT 1: We Are Readers

Demonstration Texts

The Carrot Seed by Ruth Krauss and Crockett Johnson

Three Billy Goats Gruff by Paul Galdone

The Beetle Alphabet by Jerry Pallotta and David Biedrzycki

Trucks by Wil Mara

Read-Aloud and Shared Reading Texts

Mrs. Wishy Washy by Joy Cowley and Elizabeth Fuller

"Jack and Jill" (children's classic)

"Willaby Wallaby Woo" by Raffi

"The Wheels on the Bus" (rhyming text)

"If You're Happy and You Know It" (rhyming text)

Suggested Texts and Resources

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English Language Arts
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The Very Hungry Caterpillar by Eric Carle
Where the Wild Things Are by Maurice Sendak
Caps for Sale by Esphyr Slobodkina
Birds and Their Nests by Linda Tagliaferro
Harry the Dirty Dog by Gene Zion and Margaret Bloy Graham
Knuffle Bunny: A Cautionary Tale by Mo Willems

UNIT 2: Super Powers

Demonstration Texts

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr. and Eric Carle
"The Itsy-Bitsy Spider" (song)
In the Garden by Annette Smith, Beverley Randell, Jenny Giles (A Rigby PM Reader)
It's Super Mouse! by Phyllis Root and James Croft
"Where Is Thumbkin?" (nursery rhyme)

Read-Aloud and Shared Reading Texts

"Rain, Rain, Go Away" (nursery rhyme)
I Play Soccer!
So Much! by Trish Cooke and Helen Oxenbury
It's Okay to Be Different by Todd Parr
The Family Book by Todd Parr
"Five Little Ducks" (rhyming song)
"Down by the Bay" (rhyming song)
"The Name Game" (rhyming song)

Suggested Texts and Resources

Carla's Big Splash by Kimberly Beckley
Mrs. Wishy Washy by Joy Cowley and Elizabeth Fuller
The Carrot Seed by Ruth Krauss and Crockett Johnson
I Went Walking by Sue Williams and Julie Vivas
"One, Two, Buckle My Shoe!" (nursery rhyme)
"The Clean Up Song" (song)

UNIT 3: Bigger Books, Bigger Reading Muscles

Demonstration Texts

Picnic by Phyllis Root and James Croft
Pizza by Phyllis Root and James Croft
Cat and Mouse by Phyllis Root and James Croft
It's Super Mouse! by Phyllis Root and James Croft
Can you see the eggs? by Jenny Giles and Trevor Ruth
We Will Go by Zoë Ryder White
Ethan's Cat by Joanna Hurwitz
Wake Up, Dad! by Beverley Randell

Read-Aloud and Shared Reading Texts

Pete the Cat and His Four Groovy Buttons by Eric Litwin and James Dean
It Looked Like Spilled Milk by Charles Green Shaw
We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury
Oh, the Places You'll Go! by Dr. Seuss
My Bug Box by Pat Blanchard and Joanne Suhr
Dragonflies by Margaret Hall

Exemplars

Student writing exemplar: "Sam's Story"
Student writing exemplar: "Hide and Seek" by Lila

Suggested Texts and Resources

A is for Angry by Sandra Boynton
Yay, You! Moving Out, Moving Up, Moving On by Sandra Boynton

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Fishy Tales by DK Readers
I Knew You Could! A Book for All the Stops in Your Life by Craig Dorfman
Eating the Alphabet by Lois Ehlert
Koala Lou by Mem Fox and Pamela Lofts
The Snowy Day by Ezra Jack Keats
Whistle for Willie by Ezra Jack Keats
Miss Spider's ABCs by David Kirk
National Geographic Readers: Trucks! By Wil Mara
Curious George Curious You: On Your Way! by H. A. Rey
Dr. Seuss's ABCs by Dr. Seuss
The Jazzy Alphabet by Sherry Shahan and Mary Thelan
Diving Dolphin by Karen Wallace
Knuffle Bunny: A Cautionary Tale by Mo Willems
ABC Kids by Laura Ellen Williams

UNIT 4: Becoming Avid Readers

Demonstration Texts

The Carrot Seed by Ruth Krauss and Crockett Johnson
It's Super Mouse! by Phyllis Root and James Croft
Dragonflies by Margaret Hall
Honey Bees by Martha E. H. Rustad
"The Swing" by Robert Louis Stevenson
"I'm a Little Teapot"
"Click Beetle" by Mary Ann Hoberman
"Read Words, Write Words" by Marjorie Martinelli
"Brother John (Frère Jacques)"
"Rain"

Read-Aloud and Shared Reading Texts

Not Norman: A Goldfish Story by Kelly Bennett and Noah Z. Jones
Honey Bees by Martha E. H. Rustad
Gossie by Olivier Dunrea
"Mary Had a Little Lamb" by Sarah J. Hale

Suggested Texts and Resources

"The Itsy-Bitsy Spider"
"Mary Had a Little Lamb"
Mouse books by Phyllis Root, from the Brand New Readers series, Candlewick Press
"Venus Flytraps: Jaws of Death" video from the BBC

Course Details

UNIT: Unit 1: We Are Readers -- 24 Day(s)

Unit Description

In this unit, children will be able to develop concepts of print, early reading behaviors and identities. To achieve this, the unit focuses on reading and rereading non-fiction and old favorite storybooks.

Enduring Understandings/Essential Learner Outcomes

I can fully understand the concepts of print
I can demonstrate early reading behaviors and identities.

Academic Vocabulary

Information books
Concepts about Print
Gathering Song
See-saw reading

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English Language Arts
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Required Course

Old favorite storybooks
Reread

TOPIC: Unit 1 Read-Aloud -- 24 Day(s)

Learning Targets

I can predict what will happen in a read aloud text.

Assessment: Classroom Observation
ELA.K.R.1.A.a

I can demonstrate how a read aloud compares to their own life.

Assessment: Classroom Observation
ELA.K.R.1.A.d

I can ask and answer questions about a read aloud text.

Assessment: Classroom Observation
ELA.K.R.1.A.b

I can understand and use questions words- *who, what, when, where, why, how*- when asking questions about a read aloud text.

Assessment: Classroom Observation
ELA.K.L.1.A.e

I can say the letters of the alphabet in order.

ELA.K.RF.1.A.b

TOPIC: Unit 1 Shared Reading -- 24 Day(s)

Learning Targets

I can recognize words that begin with the same sound.

ELA.K.RF.2.A.d

TOPIC: Bend I: Launching with Learn-About-The-World Books -- 10 Day(s)**Description**

The first bend of the unit teaches students that reading is all around them as they move from trying to read the print that is in their world to trying to read information books.

Academic Vocabulary (What terms will students need to know?)

- Information books
- Concepts about Print
- Gathering
- Private reading
- Partner reading
- See-saw reading
- Old favorite storybooks
- Reread

Learning Targets

I can recognize and identify the difference between non-fiction (learn about the world) and fiction (storybook) texts.

Assessment: informal review and observation

ELA.K.R.2.A.d

I can learn to reread in order to answer their own questions to understand the meaning of a book.

Assessment: informal observation

ELA.K.R.3.C.a

I can demonstrate an understanding of concepts of print in order to read books.

Assessment: concepts of print assessment

Common Assessment

ELA.K.RF.1.A.c

I can locate words in a picture dictionary.

Assessment: When given a word through mini lesson or independent reading time, can student locate the word using a picture dictionary.

Classroom Observation

ELA.K.R.1.B.d

I can make connections between information and events in an "learn about the world" book to their own experiences

Assessment: Verbal Understanding

ELA.K.R.1.A.d

I can use titles and illustrations to make predictions about text.

ELA.K.R.3.A.b

I can identify the meaning of environmental print.

ELA.K.R.3.A.d

I can make a sentence with words separated by spaces.

ELA.K.RF.1.A.e

TOPIC: Bend II: Reading Old Favorite Storybooks -- 12 Day(s)**Description**

In this bend, the students will continue to read learn-about-the-world books from bend I. Then the emphasis will begin to shift to reading old favorite storybooks, scaffolded with repeated readings. These repeated readings of old favorite storybooks will help students develop strong concepts about print and early reading and literacy skills.

Academic Vocabulary (What terms will students need to know?)

- Concepts about Print
- Gathering
- Private reading
- Partner reading
- See-saw reading
- Old favorite storybooks
- Reread

Learning Targets

I can retell important facts of familiar read-aloud.

Assessment: Classroom Observation

ELA.K.R.1.A.c

I can make sure the words they are reading are being read on the right page.

Assessment: Conferences

Classroom Observation

ELA.K.R.1.D.a

I can point to words as they read them.

ELA.K.RF.1.A.f

I can read sight words in familiar storybooks.

ELA.K.RF.3.A.b

I can use connecting words to read books from left to right.

ELA.K.RF.1.A.c

I can read with a partner.

ELA.K.SL.3.A.a

I can retell main ideas of a familiar storybook.

ELA.K.R.1.A.c

I can identify characters in a puppet play or performance by actors.

ELA.K.R.2.C.a

I can produce rhymes.

ELA.K.RF.2.A.b

I can recognize rhyming words.

ELA.K.RF.2.A.c

UNIT: Unit 2: Super Powers -- 30 Day(s)**Unit Description**

In this unit, students will be taught to use multiple sources of information such as meaning, syntax, sounds of letters, sight or snap words. Students will also be taught multiple reading strategies or "super powers" such as, pointing or the concept of one-to-one matching.

Enduring Understandings/Essential Learner Outcomes

I can use meaning, syntax, and letter sounds to begin reading emergent readers.

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English Language Arts
Grade K, Duration 1 Year, 1 Credit
Required Course

Academic Vocabulary

Concepts about Print
Gathering Song
Private reading
Partner reading
See-saw reading
Snap words
Reread
Sensory Details
Repeating Patterns
Retell
Reader-man
Pointing Power
Partner Power
Picture Power
Pattern Power

TOPIC: Unit 2 Read-Aloud -- 30 Day(s)

Learning Targets

I can compare adventures of characters in familiar stories.

ELA.K.R.2.A.f

I can contrast adventures of characters in familiar stories.

ELA.K.R.2.A.f

I can make a connection between texts and my own experiences.

ELA.K.R.1.C.a

TOPIC: Unit 2 Shared Reading -- 30 Day(s)

Learning Targets

I can name the illustrator and explain how they tell a story.

ELA.K.R.2.A.e

I can name the author and explain how they tell a story.

ELA.K.R.2.A.e

TOPIC: Bend I: Using Super Powers to Look and Point, and Then Read Everything -- 10 Day(s)**Description**

Teachers will aid the students in realizing the words they recognize in print everyday is a form of reading. Students will also be taught a few reading strategies such as, pointing and tracking words that are read.

Academic Vocabulary (What terms will students need to know?)

- Reader-man
- Pointing Power
- Partner Power
- Snap Word
- Word Wall

Learning Targets

I can be able to retell familiar books.

Assessment: Classroom Observation

ELA.K.R.2.A.b

I can be able to demonstrate understanding of the organization of basic print features.

Assessment: Concepts of Print Assessment

Classroom Observation

ELA.K.RF.1.A.a

I can be able to know and apply grade level phonics and word analysis skills in decoding words.

Assessment: Common Assessment

ELA.K.RF.3.A.a

I can demonstrate reading left to right and top to bottom.

Assessment: Classroom Observation

ELA.K.R.1.D.a

ELA.K.RF.1.A.c

ELA.K.RF.3.A.c

I can point to words as they read independent texts.

Assessment: Classroom Observation

ELA.K.RF.1.A.f

I can be able to demonstrate that written letters make words when put together.

ELA.K.RF.1.A.d

I can be able to read and recognize written words they know.

ELA.K.RF.3.A.b

I can be able to read independently while being engaged at their own level.

ELA.K.R.1.D.a

TOPIC: Bend II: Taking On Even the Hardest Words -- 10 Day(s)**Description**

In this bend, students will be taught how to persevere, to keep working hard and trying even when it is hard to read. The students will be taught multiple strategies to help them read difficult words and parts of a story.

Academic Vocabulary (What terms will students need to know?)

- Reader-man
- Pointing Power
- Partner Power
- Snap Word
- Word Wall
- Picture Power
- Reread
- Pattern Power

Learning Targets

I can read sight words to read an independent, on level text.

Assessment: Sight word assessment
Common Assessment
ELA.K.RF.3.A.b

I can segment and blend words to read on level text independently.

Assessment: Running Record, segmenting assessment
Common Assessment
ELA.K.RF.3.A.c

I can use strategies to persist through on level books.

Assessment: Classroom Observation
ELA.K.R.1.D.a

TOPIC: Bend III: Bringing Books to Life -- 10 Day(s)

Description

In this bend, students will be taught and given the tools needed to help bring their reading to life with more fluency, drama, expression, and reading with more meaning.

Academic Vocabulary (What terms will students need to know?)

Private reading
Partner reading
See-saw reading
Snap words
Reread
Sensory Details
Repeating Patterns
Retell

Learning Targets

I can recognize reoccurring phrases or patterns in a text

Assessment: Classroom Observation
ELA.K.R.2.A.c

I can know the 5 senses.

Assessment: Small group check using Goldilocks and the Three Bears.
Classroom Observation
ELA.K.R.2.A.c

I can use pictures and words to independently read an on-level text .

Assessment: Running record
Performance
ELA.K.R.1.D.a

I can retell familiar books.

Assessment: Classroom Observation
ELA.K.R.2.A.b

I can locate the 5 senses present in a story.

Assessment: Goldilocks and the Three Bears
Common Assessment
ELA.K.R.2.A.c

I can discuss the 5 senses independently found in an on-level text

Assessment: Goldilocks and the Three Bears
Common Assessment
ELA.K.R.2.A.c

I can use letter sounds to decode and read a text independently.

Assessment: What Do You See At the Pond?
Common Assessment
ELA.K.RF.3.A.c

I can demonstrate print awareness by reading an independent text from left to right, and top to bottom.

Assessment: Classroom Observation
ELA.K.RF.1.A.c

I can talk about books that I've read to build my vocabulary.

ELA.K.R.1.B.e

I can have conversations about what I've read to build my vocabulary.

ELA.K.R.1.B.e

I can listen to a book and use the pictures/words to help me build my vocabulary.

ELA.K.R.1.B.e

I can identify and sort pictures of objects into categories.

ELA.K.R.1.B.a

I can name opposites (antonyms).

ELA.K.R.1.B.b

UNIT: Unit 3: Bigger Books, Bigger Reading Muscles -- 30 Day(s)

Unit Description

In this unit students will graduate to using letter-sound relationships at the beginning and endings of words. The books students are reading in this unit move away from being patterned and take on more challenging structures. Students will need to rely more on meaning and syntax to read and understand more complex texts.

Enduring Understandings/Essential Learner Outcomes

I can use meaning, syntax, sounds, and word structures to read more complex texts.

Academic Vocabulary

Pattern
Snap words
Retell
Beginning, middle, end
Setting
Characters
Fix it up
Blend- consonant cluster
Elkonin box
Reading mat

TOPIC: Unit 3 Read-Aloud -- 30 Day(s)

Learning Targets

I can identify text features.

ELA.K.R.3.A.c

TOPIC: Unit 3 Shared Reading -- 30 Day(s)

Learning Targets

I can blend sounds to form one-syllable words.

ELA.K.RF.2.A.f

I can break apart beginning, middle, and ending sounds.

ELA.K.RF.2.A.g

TOPIC: Bend I: Tackling More Challenging Books -- 6 Day(s)**Description**

Students are having bigger reading muscles to read books. The new challenges require a special new tool, the reading mat, which will help young readers to organize their reading and to read with stamina. These bigger books contain new challenges with making sense of the increasingly complex patterns in their books. Students will have a new super power: pattern power! This will allow students to use their knowledge of patterns to predict what will come next in a text. The students will also monitor for meaning and for structure, so they can be ready to fix up their reading when it doesn't make sense or sound right.

Academic Vocabulary (What terms will students need to know?)

- Patterns

Learning Targets

I can be able to use basic reading skills to read more challenging books.

ELA.K.R.1.D.a

I can be able to use patterns in pictures and words to help them make predictions in on-level text.

ELA.K.R.1.A.a

I can be able to use letter sounds to decode words when reading on-level text independently.

ELA.K.RF.3.A.c

I can be able to ask themselves questions about the text to see if what they read makes sense.

ELA.K.R.1.A.b ELA.K.R.2.A.g

I can ask and answer questions to clarify unknown words in a text.

ELA.K.R.2.A.g

I can demonstrate knowledge of high frequency words to read on-level text independently.

ELA.K.RF.3.A.b

I can name verbs describing the same action.

ELA.K.R.1.B.c

TOPIC: Bend II- Zooming in on Letters and Sounds -- 6 Day(s)**Description**

Focusing on increasing student's understanding of sound-symbol relationships or "sound power" as the kids will call it.

As students move into level C books, sound power becomes a defining behavior. It becomes essential for children to also check the first letters in a word. At the begin of the bend, launching students into a study of alphabet books designed to flex their letter-sound muscles. As the bend continues, you'll teach students

Academic Vocabulary (What terms will students need to know?)

Sound Power
Consonant Clusters
Final Sound
Snap Words
Fix It Up

Learning Targets

I can recognize letters that make up a word.

ELA.K.RF.1.A.a ELA.K.RF.1.A.d

I can blend letter sounds to read words in on-level text.

Assessment: Running Records

Common Assessment

ELA.K.RF.3.A.c

I can recognize high frequency words when reading on-level text.

Assessment: sight word assessment

Common Assessment

ELA.K.RF.3.A.b

I can recognize beginning blends to decode simple words in on-level text.

Assessment: Classroom Observation

ELA.K.RF.3.A.c

I can blend beginnings and endings of words to read on-level text.

Assessment: Running Records

Common Assessment

ELA.K.RF.2.A.e

I can read on-level text independently.

ELA.K.R.1.D.a

TOPIC: Unit 4 Shared Reading -- 30 Day(s)

Learning Targets

I can locate setting, characters, and key events to understand an on-level text.

ELA.K.R.2.A.a

I can retell events in order to understand meaning of an on-level text.

Assessment: Running Records

Common Assessment

ELA.K.R.1.A.e

I can recognize endings added to read high frequency words with suffixes.

Assessment: Running Records

Common Assessment

ELA.K.RF.3.A.d

I can retell events of an on-level text with a partner.

Assessment: Classroom Observation

ELA.K.SL.3.A.c

UNIT: Unit 4: Becoming Avid Readers -- 30 Day(s)

Unit Description

In this unit, students will become avid readers. The unit will allow for children to become independent readers as they put into practice strategies and skills they have learned in previous units. Students will begin to problem solve their way through books, make their own decisions on what to read, and take on responsibility for how they read with a partner. Students will continue to grow a community of readers as they engage and socialize around books.

Enduring Understandings/Essential Learner Outcomes

I can use reading strategies, meaning, phonics rules, and phonemic awareness to read independently.

Academic Vocabulary

Avid Reader

Gathering

Private reading

Partner reading

See-saw reading

Just Right book

Nonfiction

Retell

Poet

Rhythm

meaning

feeling

TOPIC: Unit 4 Read Aloud -- 30 Day(s)**Learning Targets**

TOPIC: Unit 4 Shared Reading -- 30 Day(s)**Learning Targets**

I can break apart words into two or three sounds.

ELA.K.RF.2.A.h

TOPIC: Bend I: Becoming an Avid Reader -- 8 Day(s)**Description**

This topic begins by introducing what an avid reader is, what they do, what they look like while they read. Throughout the topic students are building reading stamina, comprehension, and the way in which they talk about their books with others.

Academic Vocabulary (What terms will students need to know?)

Avid reader

character

"blah" readers

just-right texts

poetry

all-about books

Learning Targets

I can engage with a text that is appropriate with their age and reading level.

ELA.K.R.1.D.a

I can ask and answer questions about a text that has been read aloud to them.

ELA.K.R.1.A.b

I can retell main ideas or facts about a read aloud or familiar story.

ELA.K.R.1.A.c

I can recognize the beginning, middle, and end of a text that was read aloud to them.

ELA.K.R.1.A.e

I can ask and answer questions about unknown words.

ELA.K.R.2.A.g

I can predict what might happen next in a text.

ELA.K.R.1.A.a

I can read high frequency words.

ELA.K.RF.3.A.b

I can identify sounds in words that are spoken.

ELA.K.RF.2.A.a

I can make connections from one text to another text, recognizing similarities and differences.

ELA.K.R.1.C.b

I can find techniques used in media.

ELA.K.R.4.A.b

TOPIC: Bend II: Learning from All-About Books -- 6 Day(s)**Description**

This topic begins to introduce the characteristics of a nonfiction avid reader and how students can explain what they have learned from a text to other people.

Academic Vocabulary (What terms will students need to know?)

nonfiction
avid Nonfiction Readers
expert
fancy topic words
stamina

Learning Targets

I can ask and answer questions to clarify the meaning.

ELA.K.R.3.C.a

I can identify the topic and details in a nonfiction text, referring to words and illustrations.

ELA.K.R.3.A.a

I can ask and answer questions about unknown words in an informational text.

ELA.K.R.3.C.d

I can engage with a text that is developmentally appropriate.

ELA.K.R.1.D.a

I can identify similarities and differences of two texts on the same topic.

ELA.K.R.3.C.b

I can read, infer and draw conclusions to name the main topic of an informational text.

ELA.K.R.3.C.c

I can recall key details of an informational text.

ELA.K.R.3.C.c

I can identify print as a form of media.

ELA.K.R.4.A.a

I can identify television as a form of media.

ELA.K.R.4.A.a

I can identify the internet as a form of media.

ELA.K.R.4.A.a

TOPIC: Bend III: Falling in Love with Poetry -- 4 Day(s)**Description**

This topic begins by reinforcing all of the reading skills the students have learned to read poetry. This topic also helps students understand the feeling and rhythm of poems, and reinforces the importance of phrasing and fluency.

Academic Vocabulary (What terms will students need to know?)

poetry
phrasing
fluency
rhythm

Learning Targets

I can recognize different types of texts.

ELA.K.R.2.A.d

I can ask and answer questions about texts read aloud.

ELA.K.R.1.A.b

I can recognize the beginning, middle and end.

ELA.K.R.1.A.e

I can ask and answer unknown words in fictional text.

ELA.K.R.2.A.g

I can use my senses to respond to a text.

Assessment: Exit Slip

ELA.K.R.3.B.a

I can recognize rhythm and rhyme.

ELA.K.R.2.B.a