

**Quinton Township School District
English Language Arts Literacy-Reading
Grade K**

Pacing Chart/Curriculum MAP
Key: Careers Technology Interdisciplinary Studies

Marking Period:	1	Unit Title:	We Are Readers	Pacing:	45 days
------------------------	---	--------------------	----------------	----------------	---------

Unit Summary: This unit will have succeeded if at the end, all of your kindergarten students declare, “We are Readers!” While you will be teaching reading strategies and habits, the most important teaching you will do in this unit is about desire, identity, and belief. Time is devoted to shared reading, read-aloud, and word study while introducing sustained private and partner reading. Most children will be doing emergent reading. Students will be encouraged to re-read and to immerse themselves in non-fiction and fiction texts. Through these, they will develop concepts of print and early reading behaviors and identities.

Objectives: Bend 1

- Students will be able to understand procedures/routines of Reading Workshop.
- Students will be able to read environmental print.
- Students will be able to work with a partner.
- Students will be able to differentiate between types of books.
- Students will be able to read to learn about the world.
- Students will be able to understand rules and procedures of private and partner reading.
- Students will be able to use pictures to infer the title of a book.
- Students will be able to read a book cover to cover.
- Students will be able to reread and monitor one’s own reading.
- Students will be able to monitor reading for meaning.
- Students will be able to use transition words to see continuity in a book.

- Students will be able to reread and retell familiar stories.
- Students will be able to reread books to “sound like a teacher”.

Bend 2

- Students will be able to read pages in order and sequence using pictures.
- Students will be able to make words and pictures match by careful study of pages.
- Students will be able to self-select storybooks and choose a favorite.
- Students will be able to use exact words to relate dialogue.
- Students will be able to match reading with text on a page.
- Students will be able to use sequence words to link events in a story.
- Students will be able to reread a story using exact words.
- Students will be able to memorize high frequency words from texts.
- Students will be able to point to and read readable words.
- Students will be able to work with a partner to improve reading.
- Students will be able to refer to anchor charts to internalize good reading habits.
- Students will be able to select old favorites and match reading to text.
- Students will be able to make predictions in familiar texts.

Essential Questions: How do I get myself ready to read?

What strategies can I use to get warmed up for reading?

How can I share books with friends to help me become a stronger reader?

How can I make pictures in my mind as I read and make changes to those as the story changes?

What are some strategies I can use to stay focused during longer stretches of reading?

Common Core State Standards/Learning Targets: W.K.2, W.K.3, W.K.8, RF.K.1, RF.K.2, RF.K.3, RF.K.4, RL.K.6, SL.K.1, SL.K.2, SL.K.4, SL.K.6, L.K.1, L.K.2, L.K.5, L.K.6, RI.K.1, RI.K.2, RI.K.3, RI.K.5, RI.K.7, RI.K.10, L.K.1, L.K.2, L.K.5, L.K.6, **8.1, K-PS2, K-ESS3, K-ESS2**

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><u>Bend 1</u> Session 1-Understand procedures/routines of Reading Workshop. Session 2-Understand different types of books Session 3-Practice routines of private and partner reading Session 4-Read books cover to cover Session 5-Reread and monitor reading for meaning Session 6-Use transition words to link pages of a book Session 7-Retell and rethink stories Session 8-Use pictures and words to decode meaning Session 9-Read with expression</p> <p><u>Bend 2</u> Session 10-Sequence a story. Session 11-Match words and pictures</p>	<p>Session 1 Readers read the World pp 2-6</p> <p>Session 2 Readers Read Books to Learn About the World pp 7-11</p> <p>Session 3 Readers Read by Themselves and with Others pp 12-17 Session 4 Readers Read a Book from Cover to Cover pp18-23 Session 5-Readers Reread pp 24-29</p> <p>Session 6-Readers Reread a Book by Putting All the Pages Together pp 30-35 Session 7-Readers Reread ro Rethink pp 36-41 Session 8-Rereading Helps Readers Learn from Words in Books pp 42-48</p> <p>Session 9-Readers Sound Like Teachers When they read Learn-About-the-World-Books pp49-50 Session 10-Read repeated stories pp 51 Session 11-build stamina to match words</p>	<p>Session 1-”We are Gathering” poster, anchor chart “We are readers”, Pointers or rulers, numbers 1-6 throughout classroom</p> <p>Session 2-anchor chart, table tubs with non-fiction books, Demo textx, “Beetle Alphabet Book”</p> <p>Session 3-anchor chart “Readers read with a partner”, table tubs, double sided sign (private/partner reading), post it notes, “Three Billy Goats Gruff” and “The Carrot Seed”</p> <p>Session 4- “Mrs. Wishy Washy”, pointers, “The Beetle Alphabet Book”, private/partner reading</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● iPads

<p>for meaning</p> <p>Session 12-Choose favorite stories.</p> <p>Session 13-Use exact words for characters</p> <p>Session 14-Match text to read-aloud words</p> <p>Session 15-Use connecting words to link story events</p> <p>Session 16-Reread using exact words from text</p> <p>Session 17-Locate and read high frequency words</p> <p>Session 18-Reread old favorites with a partner</p> <p>Session 19-Celebrate favorite texts.</p> <p>Session 20-Support concepts of print and story structure</p> <p>Session 21-Make predictions</p>	<p>when reading pp52-59</p> <p>Session 12-Readers know how to get their own old favorite storybooks pp 67-69</p> <p>Session 13-Readers use exact character words pp 70-75</p> <p>Session 14-Readers reread old favorites, remembering to say more and more of the story pp76-81</p> <p>Session 15 Readers use special connecting words to put storybook pages together pp82-88</p> <p>Session 16-Readers read more and more words that are exactly the same in their old favorites pp96-102</p> <p>Session 17-Readers can point to and find some words in their old favorites. pp 96-102</p> <p>Session 18-Readers work with partners,using all they know, to read old favorites pp103-109</p> <p>Session 19-A celebration of old favorite storybook reading pp110-112</p> <p>READ ALOUDS pp114-121</p> <p>SHARED READING pp 122-130</p>	<p>sign</p> <p>Session 5- Demo text, partner text, concepts about print assesment sheet, private/partner reading sign, read alouds.</p> <p>Session 6-chart paper, anchor charts, pointers,signs, read-alouds, nonfiction demo text.</p> <p>Session 7-previously read books, demo text, post its, private/partner sign</p> <p>Session 8-information book, anchor chart, dry erase markers, post its.</p> <p>Session 9-anchor chart “Readers Learn from Books, Too”</p> <p>Session 10-wrapped familiar books, anchor charts and signs, non-fiction books</p> <p>Session 11- Storybooks and nonfiction books</p> <p>Session 12- Old favorite</p>	
--	---	--	--

		<p>chart, parent letter.</p> <p>Session 13-”Three Billy Goats Gruff”, anchor chart, sign, stick puppets</p> <p>Session 14-Emergent storybook, familiar song, alphabet chart,informational text</p> <p>Session 15-Piece of writing, demo text, anchor chart, “Beetle Alphabet Book”</p> <p>Session 16-Old favorite storybook, “The Carrot Seed”, “Three Billy Goats Gruff”, anchor chart, “Stages of Emergent Storybook Reading” document</p> <p>Session 17-Writing Workshop story, “The Carrot Seed”, “Three Billy Goats Gruff”, pointer, “Storybook Readers” anchor chart</p> <p>Session 18- “Storybook Readers” anchor chart, pile of old favorite storybooks, “Partners”</p>	
--	--	---	--

		<p>anchor chart, “Learning from Books” anchor chart</p> <p>Session 19-Anchor charts, celebration supplies</p>	
--	--	---	--

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Teacher observation. Student conferences. Shared reader check. Self-reflection. Rubric. Anecdotal notes.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Choose a book to share with partner and read. Retell a story.</p> <p>Suggested skills to be assessed:</p> <p>Can student read a book from cover to cover? Can student read alone for short periods of time? Can student read with a partner? Can student self-select appropriate texts?</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>to assist with task, so that all are aware of expectations.</p> <ul style="list-style-type: none">• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.			
---	--	--	--

--	--	--	--

**Quinton Township School District
English Language Arts Literacy-Reading
Grade K**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Super Powers	Pacing:	45 days
------------------------	---	--------------------	--------------	----------------	---------

Unit Summary: This unit builds on unit 1 by scaffolding specific skills, or “Super Powers”, to strengthen students’ decoding and comprehension abilities. It hones in on clear, direct instruction that students use daily. Word study, phonics, punctuation are taught and developed along with the continued celebration of reading ability.

Objectives:

Bend 1:

- Students will be able to point to words as they read.
- Students will be able to match text to reading aloud.
- Students will be able to recognize long and short words as single words.
- Students will be able to recognize high frequency words in text.
- Students will be able to read with a partner and check a partner’s reading.

Bend 2:

- Students will be able to use pictures to help support and predict text.
- Students will be able to increase bank of high frequency words.
- Students will be able to use initial sounds to assist in decoding.
- Students will be able to increase ability in use of letter sound association.

- Students will be able to use multiple strategies to decode.
- Students will be able to be persistent in reading development.
- Students will be able to celebrate progress in reading.

Bend 3:

- Students will be able to develop reading fluency in reading aloud.
- Students will be able to reread books for increased fluency and understanding.
- Students will be able to use songs and chants to increase fluency.
- Students will be able to observe punctuation when reading.
- Students will be able to match tone to feeling when reading aloud.
- Students will be able to share books with a partner in a book talk.
- Students will be able to use multiple cues (meaning, structure, visible) to decode and comprehend.
- Students will be able to retell a story using title and pattern.
- Students will be able to make predictions.

Essential Questions: How do I get myself ready to read?

What strategies can I use to get warmed up for reading?

How can I share books with friends to help me become a stronger reader?

How can I make pictures in my mind as I read and make changes to those as the story changes?

What are some strategies I can use to stay focused during longer stretches of reading?

Common Core State Standards/Learning Targets: W.K.2,

W.K.3,RF.K.1,RF.K.2,RF.K.3,RF.K.4,RL.K.1,RL.K.2,RL.K.3,RL.K.4,RL.K.5,RL.K.7,RL.K.10,SL.K.1,SL.K.2,SL.K.4,SL.K.6,L.K.1,L.K.4,L.K.6,RI.K.1,RI.K.7,RI.K.10, **8.1, K-PS2, K-ESS3, K-ESS2**

Overview of Activities

Teacher's Guide/ Resources

Core Instructional

Technology Infusion

		Materials	
<p>Bend 1: Session 1-Recognize reading super powers Session 2-Match words to text Session 3-Recognize word length Session 4-"Snap" words Session 5-Working with a partner</p> <p>Bend 2: Session 6-Use multiple strategies Session 7-Increase snap words Session 8-Using initial sounds Session 9-Increase persistence Session 10-Use all powers</p> <p>Bend 3: Session 11-Increase fluency Session 12-Use patterns Session 13-Using punctuation Session 14-Read with expression Session 15-Share books through books talks Session 16-Retell stories for comprehension Session 17-Share reading Read aloud Shared reading</p>	<p>Session 1 Readers have super powers to look and point and then they read everything they can! pp3-8 Session 2-Super readers use pointer power pp9-16 Session 3-Readers don't let longer words slow them down pp 17-23 Session 4-Readers use snap words to anchor pointer power pp 24-29 Session 5-Partner power gives readers even stronger pointer power. pp30-36</p> <p>Bend 2: Session 6-Super Readers put powers together. pp 38-43 Session 7-Super readers learn words and practice reading them in a snap. pp 44-50 Session 8-Super readers make the first sound in the word to read the word. pp 51-56 Session 9-Super readers don't give up! pp 57-62 Session 10-CELEBRATION!</p>	<p>Session 1-class name chart, tub of class books and familiar texts, super readers anchor chart, partner chart Session 2-note, popsicle stick pointers, "Brown Bear Brown Bear", student texts, anchor charts, spaceman tool. Session 3-cardstock with dots, animal pictures, class objects, post its, nursery rhyme on sentence strip. Session 4-word wall, demo text, pointers, interactive writing piece, familiar texts, anchor charts Session 5-"Itsy Bitsy Spider" text, table tubs, partner sign, anchor charts.</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • iPads

	<p>Bend 3: Session 11-Readers use their voices to bring books to life. pp66-70 Session 12-Readers use the pattern to sing out their books. pp 71-76 Session 13-Readers use punctuation to figure out how to read. pp 77-79 Session 14-Readers change their voices to show they understand a book. pp 80-85</p> <p>Session 15-Super readers talk about books, too! pp 86-91 Session 16- Readers retell books after they read them pp92-94 Session 17-READ ALOUD Session 18-SHARED READING</p>	<p>Session 6- anchor charts, demo text,"The Garden", student texts Session 7- class name chart, anchor charts, demo texts, sentence strips, white boards, highlighting tape, alphabet charts, interactive writing paper. Session 8-alphabet chart, anchor charts, Level C book, sentence strip, Session 9-"In the Garden", anchor charts. Session 10-anchor charts.</p> <p>Bend 3 Session 11-anchor charts, "In the Garden", "Rain Rain Go Away" on chart paper. Session 12-"Rain Rain</p>	
--	--	--	--

		<p>Go Away” on chart paper, unfamiliar text, anchor charts, blank booklet</p> <p>Session 13-”Where is Thumbkin?”, texts.</p> <p>Session 14-”It’s Super Mouse” text</p> <p>Session 15-Anchor charts, “It’s Super Mouse”, books, sign, interactive writing books.</p> <p>Session 16-”It’s Super Mouse”, student books.</p> <p>Session 17-anchor charts, books.</p> <p>Session 18- “So Much” book, post its</p> <p>Read aloud: Brown Bear, Brown Bear</p>	
--	--	--	--

Formative Assessment Plan	Summative Assessment Plan
----------------------------------	----------------------------------

Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student progress:

- Teacher observation.**
- Student conferences.**
- Shared reader check.**
- Self-reflection.**
- Rubric.**
- Anecdotal notes.**

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project: Read a book at appropriate student level.

Suggested skills to be assessed:

- decoding
- comprehension
- fluency

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development

<p>wait time</p> <ul style="list-style-type: none"> • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. 	<p>teacher/paraprofessional as available</p> <ul style="list-style-type: none"> • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
--	--	---	--

<ul style="list-style-type: none">• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
---	--	--	--

**Quinton Township School District
English Language Arts Literacy-Reading
Grade K**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Bigger Books, Bigger Reading Muscles	Pacing:	45 days
------------------------	---	--------------------	--	----------------	---------

Unit Summary: Building on the “Super Powers” introduced in Unit 2, this unit encourages and allows students to decode and comprehend more complex texts. The focus is on patterned books, moving to books that break patterns, and teaching specific phonemic strategies such as consonant clusters and word endings. Fluency and comprehension strategies are also stressed. Finally, thinking and talking about what is read is emphasized.

Objectives: Bend 1:

- Students will be able to recognize personal growth as readers.
- Students will be able to use Super Powers to read harder books.
- Students will be able to list characteristics of harder books.
- Students will be able to look for patterns in sentences.
- Students will be able to look for changes in patterns of sentences.
- Students will be able to use picture and letter/sound cues.
- Students will be able to notice where pattern changes occur.
- Students will be able to use meaning and auditory clues to aid in decoding.
- Students will be able to use patterns to aid in comprehension.

Bend 2:

- Students will be able to match letters to sounds.
- Students will be able to use beginning sounds in decoding.
- Students will be able to use ending sounds in decoding.
- Students will be able to preview and locate known words before reading
- Students will be able to use multiple strategies to check for comprehension.

- Students will be able to use complex picture clues to aid in decoding/comprehension.
- Students will be able to move from patterned books to stories.
- Students will be able to use high frequency words to aid in decoding.
- Students will be able to use inflected endings to decode familiar words.

Bend 3:

- Students will be able to use sequence to predict and comprehend stories.
- Students will be able to name parts of the sequence of a story.
- Students will be able to connect personal writing with reading.
- Students will be able to read aloud with expression.
- Students will be able to discuss books including observations about characters, setting, and plot.
- Students will be able to read independently and with partners.
- Students will be able to listen to and comprehend informational text.
- Students will be able to summarize text.
- Students will be able to cross check for decoding strategies.

Essential Questions: How do I get myself ready to read?

What strategies can I use to get warmed up for reading?

How can I share books with friends to help me become a stronger reader?

How can I make pictures in my mind as I read and make changes to those as the story changes?

What are some strategies I can use to stay focused during longer stretches of reading?

Common Core State Standards/Learning Targets: W.K.2,W.K.3,RL.K.1,RL.K.2,RL.K.3, RL.K.4, RL.K.5,RL.K.7,RL.K.10, RF.K.1, RF.K.2, RF.K.3, RF.K.4, SL.K.1,SL.K.2, SL.K.4,SL.K.6, L.K.1,L.K.2,L.K.4,L.K.6, W.K.2,W.K.3, 8.1,K-ESS3, K-ESS2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Bend 1: Session 1: Introducing more challenging books. Session 2: Using patterns Session 3: Notice changes in patterns Session 4: Reading pattern breaks Session 5: Self checking using sound and sense clues Session 6: Using patterns and endings to aid comprehension Bend 2: Session 7: Using letter/sound knowledge Session 8: Using letter/sound knowledge to decode unknown words Session 9: Using consonant clusters Session 10: Using word endings Session 11: Previewing a page for known words Session 12: Check reading for comprehension Bend 3: Session 13: Using more complex picture power Session 14: Using high frequency words</p>	<p>Bend 1: Session 1: Tackling more challenging books pp 2-8 Session 2: Readers use patterns to help them read almost every page pp 9-15 Session 3: Readers figure out the changing words in the patterns pp 16-21 Session 4: Readers use all of their Super Powers to read pattern breaks in books pp 22-28 Session 5: Readers check their reading pp 29-34 Session 6: Readers use the pattern and the ending to understand their books pp 35-40 Bend 2: Session 7: Use letter sound knowledge to help them read the words on the page pp 42-48 Session 8: Readers use their letter-sound knowledge to help them read unknown words pp49-55 Session 9: Readers can notice consonant clusters to help solve</p>	<p>Session 1: Reading mats, harder books Session 2: Unifix cubes, demo text (Picnic), anchor chart, patterned book, materials for class book Session 3: Patterned read-aloud (Pete the Cat and His Four Groovy Buttons), Level B/C patterned text, anchor chart, post its, letter/sound and high frequency word charts, highlighting tape, partner chart Session 4: Pattern book, demo text (pattern with change such as Picnic), anchor chart, class created pattern book Session 5: Deno text</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

<p>Session 15: Using inflected endings Session 16: Making predictions Session 17: Rereading Session 18: Book talks Session 19: Celebration-Read new books Read Aloud Shared Reading</p>	<p>unknown words pp 56-63 Session 10: Readers look to the ends of words as they read pp 64-71 Session 11: Readers preview a page and locate known words before reading pp 72-78 Session 12: Readers check their reading pp 79-85 Bend 3: Session 13: As books become harder, readers need new kinds of picture power pp 88-94 Session 14: Supporting readers who are moving from pattern books to stories, and bolstering partnerships pp 95-101 Session 15: Readers can read snap words with inflected endings pp 102-106 Session 16: Readers use all they know about stories to make predictions pp 107-112 Session 17: Readers need extra-strength reread power to bring their stories to life pp 113-115 Session 18: Readers need extra-strength book talk power pp 116-122 Session 19: Celebration! pp 123-124</p>	<p>(Cat and Mouse), anchor chart Session 6: B/C level book with pattern break, post it notes Session 7: student writing, alphabet books, anchor chart, alphabet chart Session 8: student writing, alphabet chart, running records, anchor charts, leveled books Session 9: paintbrush and syrup, demo text with blends, white boards/markers, stapler, stickers Session 10: Easel/white board, C/D text with ending sounds covered, Poem (We Will Go) with endings covered, chart paper, anchor chart Session 11: C/D level book, white boards/markers,</p>	
---	--	--	--

	<p>Read-aloud Shared Reading</p>	<p>anchor chart, high frequency word access, magnet letters, class book “We Like to Read”</p> <p>Session 12: anchor chart, C/D level book with planned miscues and covered words, anchor charts, Elkonin boxes and counters</p> <p>Session 13: Song-Pomp and Circumstance, “Oh the Places You’ll Go”, Leveled book (Picnic), Interactive writing text, More challenging book with picture supports, anchor chart, preposition chart</p> <p>Session 14: Book with limited pattern support, anchor chart, word wall words</p>	
--	---	---	--

		<p>Session 15: Book with inflected endings, anchor charts, magnetic letters</p> <p>Session 16: Familiar text, big book, anchor chart</p> <p>Session 17: familiar text, anchor charts</p> <p>Session 18: “Pomp and Circumstance”, anchor charts, “Oh the Books You Will Read!” poem, “Hooray!” poem</p> <p>Session 19: Teacher made diplomas, “Pomp and Circumstance”, books and charts</p> <p>READ ALOUD: Informational texts, anchor charts, post its</p> <p>SHARED READING: “My Bug Box”, “Hickory Dickory</p>	
--	--	---	--

		Dock” chart	
--	--	--------------------	--

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Teacher observation. Student conferences. Shared reader check. Self-reflection. Rubric. Anecdotal notes.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <p>Running Record Reading Partner Celebration</p> <p>Suggested skills to be assessed:</p> <p><i>decoding</i> <i>comprehension</i> <i>Fluency</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

assessments.

- Allow students to utilize online books, when available, to listen to oral recorded reading.
- Provide individualized assistance as necessary.
- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Establish a consistent and daily routine

**Quinton Township School District
English Language Arts Literacy-Reading
Grade K**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Becoming Avid Readers	Pacing:	45 days
------------------------	---	--------------------	-----------------------	----------------	---------

Unit Summary: This unit culminates and circles back to the beginning of the year, building on the premise that all kids are readers by teaching them that they are AVID readers. Great emphasis is placed on students becoming independent in their reading habits, and transferring skills taught in isolation to personal daily reading. Children are empowered by being given responsibility and choice in their reading habits. Focus on character, setting, plot are included.

Objectives: Bend 1:

- Students will be able to describe the characteristics of an avid reader.
- Students will be able to react to books and share books with others.
- Students will be able to record thinking about books.
- Students will be able to choose descriptive words to react to books and situations.
- Students will be able to expand vocabulary beyond “happy” and “sad” to describe books.

- Students will be able to set reading goals for self.
- Students will be able to identify skills to improve upon as a reader.
- Students will be able to find creative ways to react to and celebrate books.
- Students will be able to react to books by role-playing mentally or physically.

Bend 2:

- Students will be able to attend closely to book details to hone reactions.
- Students will be able to react to non-fiction books.
- Students will be able to explain and share knowledge gained from non-fiction books.
- Students will be able to share information and celebrate non-fiction books.
- Students will be able to focus on a favorite topic and collect books on that topic.
- Students will be able to share information with a partner.
- Students will be able to compare and contrast non-fiction books.
- Students will be able to note details in non-fiction books.
- Students will be able to role play and react to non-fiction texts.
-

Bend 3:

- Students will be able to note the feeling, beat, and rhythm of poetry.
- Students will be able to match the feeling of a poem to the voice used when reading.
- Students will be able to use the rhythm and rhyme pattern of an existing poem to create a poem of one's own.
- Students will be able to read, write, illustrate, share, and perform poetry.
- Students will be able to reinforce and review reading strategies.
- Students will be able to monitor for sense.
- Students will be able to reread to check comprehension.
- Students will be able to share comprehension strategies.
- Students will be able to participate in talk circles.
- Students will be able to predict outcomes.
- Students will be able to notice story patterns and changes.
- Students will be able to comprehend stories.

- Students will be able to cross-check for information.
- Students will be able to read across words.
- Students will be able to read high frequency words in context.
- Students will be able to develop vocabulary.
- Students will be able to read fluently.
- Students will be able to notice and use punctuation.
- Students will be able to use multiple decoding and comprehension strategies.
- Students will be able to use inference.
- Students will be able to innovate on text.

Essential Questions: How do I get myself ready to read?
 What strategies can I use to get warmed up for reading?
 How can I share books with friends to help me become a stronger reader?
 How can I make pictures in my mind as I read and make changes to those as the story changes?
 What are some strategies I can use to stay focused during longer stretches of reading?

Common Core State Standards/Learning Targets: W.K.2, W.K.3, R.I.K.4, RK.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9, RL.K.10, RF.K.1, RF.K.3, RF.K.4, SL.K.1, SL.K.2, SL.K.4, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6, W.K.2, W.K.3, W.K.7, W.K.8, **8.1, K-PS3, K-PS2, K-ESS3, K-ESS2, K-LS1**

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
Session 1: Defining avid readers Session 2: Sharing reactions to books Session 3: Record thinking about	Session 1: What is an avid reader? pp2-9	Session 1: Class favorite book, avid readers chart, photos	<ul style="list-style-type: none"> • Smart Board Applications • Google

<p>books. Session 4: Choose description words for books. Session 5: Set reading goals. Session 6: React and celebrate to books. Session 7: React to books through role-play. Session 8: Attend to book details. Session 9: React to non-fiction texts. Session 10: Share knowledge from non-fiction books. Session 11: Share non-fiction books with others. Session 12: Find a topic of interest. Session 13: Compare and contrast non-fiction books. Session 14: Role play using non-fiction texts. Session 15: Note rhythm, beat, and feeling of poetry. Session 16: Read poetry with expression. Session 17: Use a model to create a poem. Session 18: Read and write poetry. READ ALOUD: Use multiple strategies</p>	<p>Session 2-Reacting to books pp 10-15 Session 3-Capturing thinking about books pp 16-22 Session 4-Avid readers reach for just right words to describe feelings pp 23-29 Session 5-Avid readers reflect and set goals for themselves pp 30-32 Session 6-Avid readers make playdates pp 33-39 Session 7-Playing pretend pp 40-46 Session 8-Close reading and book-based pretending pp 47-52 Session 9-Thinking about and reacting to non-fiction texts pp 54-59 Session 10-Talking like an expert pp60-66 Session 11-Non-fiction reading playdates pp 67-69 Session 12-Falling in love with topics pp70-75 Session 13-Avid non-fiction readers notice similarities and differences in books. pp 76-82 Session 14-Avid non-fiction readers pretend. pp 83-86 Session 15-Reading for meaning and</p>	<p>of readers, camera, partner chart</p> <p>Session 2: class favorite book, tissues, nursery rhyme, reader photos (smart board ready), chart, post its</p> <p>Session 3: post its with happy and sad faces, class favorite book, charts, photos Session 4: class favorite book, charts, “Why?” sign, “Guess the Feeling” game Session 5: charts, scissors, glue Session 6: charts and books Session 7: reading playdates chart</p> <p>Session 8: student writing, speech and thought bubbles Session 9: 2-3 minutes</p>	<p>Applications</p>
---	---	---	---------------------

<p>SHARED READING: Use multiple strategies</p>	<p>rhythm and fun. pp 88-94 Session 16-Readers bring out a poem’s meaning and feeling pp 95-100 Session 17-Becoming a copycat poet pp 101-107 Session 18-Avid readers’ poetry extravaganza pp 108-111 READ ALOUD-pp 112-124 SHARED READING-pp 125-137</p>	<p>nonfiction video clip, nonfiction books, post its, charts. Session 10: nonfiction books, clipboards, charts. Session 11: nonfiction books, post its, mats. Session 12: nonfiction texts, anchor charts. Session 13: nonfiction books on same topic, charts Session 14: video clip, texts Session 15: Poetry books, avid poetry readers chart, highlighters Session 16: Poem “The Swing”, student-selected poem, post its, charts. Session 17: two patterned poems, poem template, “copycat poet” chart, poem “Rain” Session 18: poetry</p>	
--	--	--	--

		<p>texts, art supplies, pretend microphones, templates. READ ALOUD: “Not Norman”, anchor charts SHARED READING: “Gossie”, “Mary Had a Little Lamb”</p>	
--	--	--	--

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Teacher observation. Student conferences. Shared reader check.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Student poem</p> <p>Suggested skills to be assessed:</p> <p><i>Rhymes</i> <i>Fluency</i> <i>Comprehension</i></p>

Self-reflection.
Rubric.
Anecdotal notes.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and

<p>for homework, quizzes, and tests.</p> <ul style="list-style-type: none"> • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>growth.</p> <ul style="list-style-type: none"> • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
---	---	--	---



