

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

KINDERGARTEN BALANCED LITERACY: READING 2019

(Last revision date: 2018)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that teachers and students will view themselves as readers and engage in reading on a daily basis in the Kindergarten Reading Workshop. Teachers will deliver a mini-lesson at the beginning of workshop. For the majority of the workshop time, students will be reading independently and building their stamina for reading throughout the school year while the teacher circulates around the room to confer with students individually and in small groups. Students will have reading partners with whom they may also confer and discuss rich mentor texts. Students will read with a purpose and audience in mind, and each student's Reader's Notebook or Folder will hold evidence of the child's reading across each genre throughout the school year. Readers explore a variety of skills transferable across all genres.

Each day, approximately 45 minutes should be spent on Reading Workshop, approximately 15 minutes should be spent on Interactive Read-Aloud, and approximately 15 minutes should be spent on Shared Reading. An additional approximate 25 minutes should be spent daily on Word Study (based on the *Foundations* program). (Additionally, approximately 45 minutes daily is to be spent on Writing Workshop.)

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their reading books and supplies.
- they will increase their stamina and volume of reading as the year progresses.
- they will read every day and view themselves as readers.
- they will develop a repertoire of reading strategies.

- they will confer with a partner or partners to reflect on their reading.
- they will learn to value the celebration of their reading.

COURSE ESSENTIAL QUESTIONS

- Who am I as a reader?
- How does my book knowledge (concepts of print) help me read?
- How do story language and structure help me read?
- How do I share my reading with others?
- How do I become a stronger reader?
- How can I notice more in the books I read, and sound more like a storyteller?
- How can I use print to read, notice details, and understand my books?
- How can I read and have conversations about familiar books that help me understand them better?
- What strategies can I use to help me read?
- How can I use visual information (pattern, structure, letter-sound knowledge, high-frequency words) to be a stronger reader?
- What are my reading tools?
- How do I read books differently depending on the genre?
- How do I work with others to improve my reading?
- How do I share my reading with others?
- How do I demonstrate the behaviors of an avid reader?
- How can I use multiple reading strategies to develop automaticity while reading?
- How can I effectively communicate with my reading club about text and concepts?
- How can I sound more like a fluent reader?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that reading is a process

Students will be able to . . .

- read multiple genres and increase reading stamina.
- grow their thinking about texts.
- collaborate with a partner about reading.
- independently apply appropriate reading strategies.

READING YEAR AT A GLANCE

early September	Setting up / Launching Reading Workshop
mid September – October	<u>Unit 1</u> : We Are Readers; Word Study (<i>Foundations</i> Unit 1)
November	<u>Unit 2</u> : Emergent Reading: Looking Closely at Familiar Texts; Word Study (<i>Foundations</i> Unit 1)
December – January	<u>Unit 3</u> : Super Powers: Reading with Print Strategies and Sight Word Power; Word Study (<i>Foundations</i> Unit 2)
February – early March	<u>Unit 4</u> : Bigger Books, Bigger Reading Muscles; Word Study (<i>Foundations</i> Unit 3)
mid March – early April	<u>Unit 5</u> : Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books; Word Study (<i>Foundations</i> Unit 4)
mid April – June	<u>Unit 6</u> : Becoming Avid Readers; Word Study (<i>Foundations</i> Unit 5) <hr style="border-top: 1px dashed black;"/> <u>Unit 7 (Optional)</u> : Growing Expertise in Little Books: Nonfiction Reading; Word Study (<i>Foundations</i> Unit 5)

UNIT 1

We Are Readers; Word Study (*Foundations Unit 1*)

Unit Goals

At the completion of this unit, students will:

- be introduced to reading workshop.
- do their best approximation of reading.
- be introduced to the concept of building stamina for reading workshop.
- be introduced to the roles of reading partnership.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CCS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

CCS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- Who am I as a reader?
- How does my book knowledge (concepts of print) help me read?
- How do story language and structure help me read?
- How do I share my reading with others?

Scope and Sequence

We Are Readers			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> • Set up your room for Reading Workshop. 	<ul style="list-style-type: none"> • Read pp. 114-121. 	<ul style="list-style-type: none"> • Read pp. 122-130.

	<ul style="list-style-type: none"> ○ Have a meeting area for mini-lessons and to teach workshop expectations. ○ Determine partnerships and practice “turn and talk” skills. ○ Compile community table book tubs: <ul style="list-style-type: none"> ▪ Bend I: high-interest nonfiction ▪ Bend II: emergent storybooks ● Prior to each lesson below, review “GETTING READY” for specific materials needed. 		
Bend I: Launching with Learn-About-the-World Books			
Lesson 1	<ul style="list-style-type: none"> ● <u>Session 1</u>: Readers Read the World (p. 2) ● <u>Prepare</u> “We Are Gathering” ● <u>Chart</u>: “We Are Readers!” 	<ul style="list-style-type: none"> ● <i>The Carrot Seed</i>, Session 1 (p. 114) 	<ul style="list-style-type: none"> ● <i>Mrs. Wishy-Washy</i> ● <u>Day 1</u>: Falling in Love with the Book (p. 123) ● <u>Warm Up</u>: a familiar text
Lesson 2	<ul style="list-style-type: none"> ● <u>Session 2</u>: Readers Read Books to Learn about the World (p. 7) ● <u>Read</u> <i>The Beetle Alphabet Book</i> ● <u>Chart</u>: “We Are Readers!” 	<ul style="list-style-type: none"> ● <i>The Carrot Seed</i>, Session 2 (p. 116) 	<ul style="list-style-type: none"> ● <i>Mrs. Wishy-Washy</i> ● <u>Day 2</u>: Looking Closely at Pictures (p. 125) ● <u>Warm Up</u>: a familiar text
Lesson 3	<ul style="list-style-type: none"> ● <u>Session 3</u>: Readers Read by Themselves and with Others (p. 12) ● <u>Prepare</u> “Private Reading” & “Partner Reading” signs ● <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> ● <i>The Carrot Seed</i>, Session 3 (p. 118) 	<ul style="list-style-type: none"> ● <i>Mrs. Wishy-Washy</i> ● <u>Day 3</u>: Wordplay (p. 127) ● <u>Warm Up</u>: a familiar text
Lesson 4	<ul style="list-style-type: none"> ● <u>Session 4</u>: Readers Read a Book from Cover to Cover (p. 18) 	<ul style="list-style-type: none"> ● <i>The Carrot Seed</i>, 	<ul style="list-style-type: none"> ● <i>Mrs. Wishy-Washy</i>

	<ul style="list-style-type: none"> • <u>Read</u> <i>The Beetle Alphabet Book</i> • <u>Observe</u>, informally, concept-about-print skills while children are reading • <u>Chart</u>: “Readers Read with a Partner” 	Session 4 (p. 118)	<ul style="list-style-type: none"> • <u>Day 4</u>: Fluency (p. 128) • <u>Warm Up</u>: a familiar text
Lesson 5	<ul style="list-style-type: none"> • <u>Session 5</u>: Readers Reread (p. 24) • <u>Read</u> <i>The Beetle Alphabet Book</i> • <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> • <i>The Carrot Seed</i>, Session 5 (p. 119) 	<ul style="list-style-type: none"> • <i>Mrs. Wishy-Washy</i> • <u>Day 5</u>: Extending the Text (p. 130) • <u>Warm Up</u>: a familiar text
Lesson 6	<ul style="list-style-type: none"> • <u>Session 6</u>: Readers Reread a Book by Putting All the Pages Together (p. 30) • <u>Read</u> <i>The Beetle Alphabet Book</i> • <u>Charts</u>: “We Are Readers!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 1 (p. 116) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 1</u>: Falling in Love with the Book (p. 123) • <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> • <u>Session 7</u>: Readers Reread to Rethink (p. 36) • <u>Read</u> <i>The Beetle Alphabet Book</i> • <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 2 (p. 116) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 2</u>: Looking Closely at Pictures (p. 125) • <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> • <u>Session 8</u>: Rereading Helps Readers Learn from Words in Books, Too (p. 42) • <u>Read</u> <i>The Beetle Alphabet Book</i> • <u>Charts</u>: “Readers LEARN from Books, Too!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 3 (p. 118) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 3</u>: Wordplay (p. 127) • <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> • <u>Session 9</u>: Readers Sound like Teachers When They Read Learn- 	<ul style="list-style-type: none"> • Interactive read-aloud 	<ul style="list-style-type: none"> • New shared reading choice

	<p>about-the-World Books (p. 49)</p> <ul style="list-style-type: none"> • <u>Chart</u>: “Readers LEARN from Books, Too!” 	<p>choice fiction book #1, Session 4 (p. 118)</p>	<p>fiction book #1</p> <ul style="list-style-type: none"> • <u>Day 4</u>: Fluency (p. 128) • <u>Warm Up</u>: Teacher choice
Bend II: Reading Old Favorite Storybooks			
Lesson 10	<ul style="list-style-type: none"> • <u>Session 10</u>: Readers Can Read Stories They Have Heard a Zillion Times (p. 52) • <u>Read</u> <i>The Three Billy Goats Gruff</i> • <u>Consider</u> wowing the kids by wrapping storybooks or a basket of books for each table • <u>Chart</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #1, Session 5 (p. 119) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 5</u>: Extending the Text (p. 130) • <u>Warm Up</u>: Teacher choice
Lesson 11	<ul style="list-style-type: none"> • <u>Session 11</u>: Readers Work Hard to Make the Words They Read Match the Page They Are Reading (p. 60) • <u>Read</u> <i>The Three Billy Goats Gruff</i> • <u>Chart</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #2, Session 1 (p. 116) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 1</u>: Falling in Love with the Book (p. 123) • <u>Warm Up</u>: Teacher choice
Lesson 12	<ul style="list-style-type: none"> • <u>Session 12</u>: Readers Know How to Get Their Own Old Favorite Storybooks (p. 67) • <u>Chart</u>: “How to Make an Old Favorite” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #2, Session 2 (p. 116) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 2</u>: Looking Closely at Pictures (p. 125) • <u>Warm Up</u>: Teacher choice
Lesson 13	<ul style="list-style-type: none"> • <u>Session 13</u>: Readers Use Exact Character Words (p. 70) • <u>Read</u> <i>The Three Billy Goats Gruff</i>, using stick puppets • <u>Charts</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 3</u>: Wordplay (p. 127)

	“Readers Read with a Partner”	book #2, Session 3 (p. 118)	<ul style="list-style-type: none"> • <u>Warm Up</u>: Teacher choice
Lesson 14	<ul style="list-style-type: none"> • <u>Session 14</u>: Readers Reread Old Favorites, Remembering to Say More and More of the Story (p. 76) • <u>Read</u> <i>The Three Billy Goats Gruff</i> • <u>Chart</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #2, Session 4 (p. 118) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 4</u>: Fluency (p. 128) • <u>Warm Up</u>: Teacher choice
Lesson 15	<ul style="list-style-type: none"> • <u>Session 15</u>: Readers Use Special Connecting Words to Put Storybook Pages Together (p. 82) • <u>Read</u> <i>The Three Billy Goats Gruff</i> • <u>Chart</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #2, Session 5 (p. 119) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 5</u>: Extending the Text (p. 130) • <u>Warm Up</u>: Teacher choice
Lesson 16	<ul style="list-style-type: none"> • <u>Session 16</u>: Readers Use More and More Words that Are Exactly the Same in Their Old Favorites (p. 89) • <u>Read</u> <i>The Carrot Seed, The Three Billy Goats Gruff</i> • <u>Chart</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #3, Session 1 (p. 116) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #3 • <u>Day 1</u>: Falling in Love with the Book (p. 123) • <u>Warm Up</u>: Teacher choice
Lesson 17	<ul style="list-style-type: none"> • <u>Session 17</u>: Readers Can Point to and Read Some Words in Their Old Favorites (p. 96) • <u>Read</u> <i>The Carrot Seed, The Three Billy Goats Gruff</i> • <u>Chart</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #3, Session 2 (p. 116) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #3 • <u>Day 2</u>: Looking Closely at Pictures (p. 125) • <u>Warm Up</u>: Teacher choice
Lesson 18	<ul style="list-style-type: none"> • <u>Session 18</u>: Readers Work with Their 	<ul style="list-style-type: none"> • Interactive 	<ul style="list-style-type: none"> • New shared

	<p>Partners, Using All They Know to Read Old Favorites (p. 103)</p> <ul style="list-style-type: none"> • <u>Read</u> <i>The Three Billy Goats Gruff</i> • <u>Charts</u>: “Readers Read with a Partner,” “Powerful Partners Work as a Team,” “Readers LEARN from Books, Too!” 	<p>read-aloud choice fiction book #3, Session 3 (p. 118)</p>	<p>reading choice fiction book #2</p> <ul style="list-style-type: none"> • <u>Day 3</u>: Wordplay (p. 127) • <u>Warm Up</u>: Teacher choice
Lesson 19	<ul style="list-style-type: none"> • <u>Session 19</u>: A Celebration of Old Favorite Storybook Reading (and Learn-about-the-World Reading, Too) (p. 110) 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book #3, Session 4 (p. 118), & Session 5 (p. 119) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #3 • Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *We Are Readers* (Grade K, Unit 1)
- *The Carrot Seed* by Ruth Krauss
- *Mrs. Wishy-Washy* by Joy Cowley
- *The Beetle Alphabet Book* by Jerry Pallotta
- *The Three Billy Goats Gruff* by Paul Galdone
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- mid September – October

Word Study: <i>Foundations</i>		
Unit	Topic	Time Allocation
1	<ul style="list-style-type: none">• Letter-keyword-sound for consonants• Letter-keyword-sound for short vowels• Letter formation for lowercase letters• Print and word awareness• Rhyming• Storytelling• Beginning composition skills• Fluency/phrasing with echo and choral reading	<ul style="list-style-type: none">• 12 weeks

Time Allotment

- mid September – November

UNIT 2

Emergent Reading: Looking Closely at Familiar Texts; Word Study (*Foundations Unit 1*)

Unit Goals

At the completion of this unit, students will:

- better approximate accurate reading by storytelling along with the pictures.
- utilize picture cues more effectively.
- begin to have conversations about familiar books in reading partnerships.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CCS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.

CCS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.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.

CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- How can I notice more in the books I read, and sound more like a storyteller?
- How can I use print to read, notice details, and understand my books?
- How can I read and have conversations about familiar books that help me understand them better?

Scope and Sequence

Emergent Reading: Looking Closely at Familiar Texts			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> • Review the Unit, posted on the Heinemann website. • Freshen up community table book tubs: <ul style="list-style-type: none"> ○ Emergent storybooks ○ Nursery rhymes 		

	<ul style="list-style-type: none"> ○ Poems Shared reading books 		
Bend I: Readers Reread and Look Closely at Books They Know Well to Make Their Reading Sound like a Story			
Lesson 1	<ul style="list-style-type: none"> • <u>Teaching Point</u>: We will become readers of our old favorite books and will discover even more books that will become our favorites. • <u>Read</u> familiar storybooks for minilesson • <u>Chart</u>: “We Are Storybook Readers!” 		
Lesson 2	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers retell by looking at pictures to tell what characters are doing, telling, and thinking. • <u>Read</u> familiar storybooks for minilesson 	<ul style="list-style-type: none"> • Continue to select interactive read-aloud books similar to those used in Unit 1. Continue to practice Unit 1 skills. 	<ul style="list-style-type: none"> • Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Lesson 3	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers retell what is happening in a picture by matching their reading voice to the character’s feelings. • <u>Read</u> familiar storybooks for minilesson 		
Lesson 4	<ul style="list-style-type: none"> • <u>Teaching Point</u>: When readers get confused, they go back to the last place and reread and retell what’s happened so far to get them going with their reading again. • <u>Read</u> familiar storybooks for minilesson 		
Bend II: Readers Reread and Write Words to Look Closely and Notice More in the Story			
Lesson 5	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers can make labels for pictures in books they read. They can label feelings, what 	<ul style="list-style-type: none"> • Continue to select interactive 	<ul style="list-style-type: none"> • Continue to select shared reading books similar to

	<p>something looks like, and what is happening.</p> <ul style="list-style-type: none"> • <u>Prepare</u> Post-it notes • <u>Read</u> familiar storybooks for minilesson 	<p>read-aloud books similar to those used in Unit 1. Continue to practice Unit 1 skills.</p>	<p>those used in Unit 1. Continue to practice Unit 1 skills.</p>
Lesson 6	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers can use high-frequency words along with labels to tell what is happening in a story. • <u>Prepare</u> Post-it notes • <u>Read</u> familiar storybooks for minilesson 		
Lesson 7	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers can reread their Post-it notes and labels to remind themselves about their books. • <u>Prepare</u> Post-it notes • <u>Read</u> familiar storybooks for minilesson 		
Lesson 8	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers get together to learn even more from the labels they have created. • <u>Prepare</u> Post-it notes • <u>Read</u> familiar storybooks for minilesson 		
<p>Bend III: Readers Invent Fun Things to Do with Books They Know Really Well and Have Studied Closely</p>			
Lesson 9	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers can make a plan for partner reading as storybook readers. • <u>Read</u> familiar storybooks for minilesson • <u>Chart</u>: “We Are Storybook Readers!” 	<ul style="list-style-type: none"> • Continue to select interactive read-aloud books similar to those used in Unit 1. Continue to practice 	<ul style="list-style-type: none"> • Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Lesson 10	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers can use Post-it notes when they notice something that they want to share with a partner or question a partner 		

	<p>about.</p> <ul style="list-style-type: none"> • <u>Prepare</u> Post-it notes • <u>Read</u> familiar storybooks for minilesson 	Unit 1 skills.	
Lesson 11	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Using Post-it notes, readers will mark “wow” moments in a book and say more about those parts to their partner. • <u>Prepare</u> Post-it notes • <u>Read</u> familiar storybooks for minilesson 		
Lesson 12	<ul style="list-style-type: none"> • <u>Celebration</u>: Readers will share a storybook with their partner. They can record their reading or perform in front of the class. 		

Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 1 & 2 standards-based report cards.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- For students not meeting the September/October Benchmark, Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Emergent Reading: Looking Closely at Familiar Texts* (Grade K, If/Then Unit)
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- *Mike Mulligan and His Steam Shovel* by Virginia Lee Burton
- *Dan, the Flying Man* by Joy Cowley

- *The Farm Concert* by Joy Cowley
- *Hairy Bear* by Joy Cowley
- *Mrs. Wishy-Washy* by Joy Cowley
- *Koala Lou* by Mem Fox
- *Corduroy* by Don Freeman
- *No, David!* by David Shannon
- *Caps for Sale* by Esphyr Slobodkina
- *Bunny Cakes* by Rosemary Wells
- *Harry the Dirty Dog* by Gene Zion
- *The Three Bears* (any variation)
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- November

Word Study: Foundations		
Unit	Topic	Time Allocation
1	<ul style="list-style-type: none"> • Letter-keyword-sound for consonants • Letter-keyword-sound for short vowels • Letter formation for lowercase letters • Print and word awareness • Rhyming • Storytelling • Beginning composition skills • Fluency and phrasing with echo and choral reading 	<ul style="list-style-type: none"> • 12 weeks

Time Allotment

- mid September – November

UNIT 3
Super Powers: Reading with Print Strategies and Sight Word Power;
Word Study (*Fundations* Unit 2)

Unit Goals

At the completion of this unit, students will:

- be introduced to multiple reading strategies.
- be able to manage reading materials and tools.
- continue to build stamina during reading workshop.
- continue to build upon reading partnerships.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CCS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.

CCS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- What strategies can I use to help me read?
- How can I practice reading to make my voice sound more like a reader?
- How do I work with a reading partner to improve my reading?
- How can I share my reading with others?

Scope and Sequence

Super Powers: Reading with Print Strategies and Sight Word Power			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> • Prepare your room. <ul style="list-style-type: none"> ○ Book baskets or book bags are needed. ○ Book library should be established for lower levels. ○ Establish a routine for shopping for books. ○ Create a tool baggie to hold children’s super power tools. 	<ul style="list-style-type: none"> • Read pp. 102-108. 	<ul style="list-style-type: none"> • Read pp. 109-119.

Bend I: Using Super Powers to Look and Point, and Then Read Everything

Lesson 1	<ul style="list-style-type: none"> • <u>Session 1</u>: Readers Have Super Powers to Look and Point, and Then Read Everything They Can! (p. 2) • <u>Prepare</u> link to Spider-Man theme song • <u>Charts</u>: “We Are Super Readers!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> • <i>So Much!</i>, Session 1 (p. 102) 	<ul style="list-style-type: none"> • <i>Brown Bear, Brown Bear, What Do You See?</i> • <u>Day 1</u>: Falling in Love with the Book (p. 110) • <u>Warm Up</u>: alphabet chart, name chart
Lesson 2	<ul style="list-style-type: none"> • <u>Session 2</u>: Super Readers Use Pointer Power to Check Their Reading, Making Sure What They Say Matches What They See (p. 9) • <u>Prepare</u> pointers for all readers • <u>Read</u> <i>Brown Bear, Brown Bear, What Do You See?</i> • <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> • <i>So Much!</i>, Session 2 (p. 106) 	<ul style="list-style-type: none"> • <i>Brown Bear, Brown Bear, What Do You See?</i> • <u>Day 2</u>: Looking Closely at Pictures (p. 113) • <u>Warm Up</u>: a familiar text
Lesson 3	<ul style="list-style-type: none"> • <u>Session 3</u>: Readers Don’t Let Longer Words Slow Them Down: Every Word Gets One Tap (p. 17) • <u>Prepare</u> link to “The Clean Up Song” • <u>Prepare</u> line of objects for students to point to and read, such as scissors, ruler, tape dispenser, etc. 	<ul style="list-style-type: none"> • <i>Wemberly Worried</i>, Session 1 (p. 103) 	<ul style="list-style-type: none"> • <i>Brown Bear, Brown Bear, What Do You See?</i> • <u>Day 3</u>: Wordplay (p. 115) • <u>Warm Up</u>: a familiar text
Lesson 4	<ul style="list-style-type: none"> • <u>Session 4</u>: Readers Use Snap Words to Anchor Their Pointer Power (p. 24) • <u>Read</u> <i>Brown Bear, Brown Bear, What Do You See?</i> 	<ul style="list-style-type: none"> • <i>Wemberly Worried</i>, Session 2 (p. 106) 	<ul style="list-style-type: none"> • <i>Brown Bear, Brown Bear, What Do You See?</i> • <u>Day 4</u>: Fluency (p. 117) • <u>Warm Up</u>: a familiar text

Lesson 5	<ul style="list-style-type: none"> • <u>Session 5</u>: Partner Power Gives Readers Even Stronger Pointer Power (p. 30) • <u>Prepare</u> “Private Reading” & “Partner Reading” signs • <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • <i>Yoko</i>, Session 1 (p. 103) 	<ul style="list-style-type: none"> • <i>Brown Bear, Brown Bear, What Do You See?</i> • <u>Day 5</u>: Extending the Text (p. 118) • <u>Warm Up</u>: a familiar text
Bend II: Taking On Even the Hardest Words			
Lesson 6	<ul style="list-style-type: none"> • <u>Session 6</u>: Super Readers Put Powers Together (p. 38) • <u>Read</u> <i>In the Garden</i> • <u>Charts</u>: “We Are Super Readers!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> • <i>Yoko</i>, Session 2 (p. 106) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 1</u>: Falling in Love with the Book (p. 110) • <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> • <u>Session 7</u>: Super Readers Learn Words and Practice Reading Them in a “Snap!” • <u>Read</u> <i>In the Garden</i> • <u>Charts</u>: “Turn More Words into Snap Words!” “We Are Super Readers!” 	<ul style="list-style-type: none"> • <i>The Kissing Hand</i>, Session 1 (p. 103) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 2</u>: Looking Closely at Pictures (p. 113) • <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> • <u>Session 8</u>: Super Readers Make the First Sound in the Word to Help Them Read the Word (p. 51) • <u>Read</u> <i>In the Garden</i> • <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • <i>The Kissing Hand</i>, Session 2 (p. 106) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 3</u>: Wordplay (p. 115) • <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> • <u>Session 9</u>: Super Readers Don’t Give Up! (p. 57) • <u>Read</u> <i>In the Garden</i> 	<ul style="list-style-type: none"> • Interactive read-aloud choice 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1

	<ul style="list-style-type: none"> • <u>Charts</u>: “We Are Super Readers!” “Readers Read with a Partner” 	<p>fiction book with strong characters #1, Session 1 (p. 103)</p>	<ul style="list-style-type: none"> • <u>Day 4</u>: Fluency (p. 117) • <u>Warm Up</u>: Teacher choice
Lesson 10	<ul style="list-style-type: none"> • <u>Session 10</u>: Celebration: Readers Show Off Their Powers (p. 63) • <u>Charts</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong characters #1, Session 2 (p. 106) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #1 • <u>Day 5</u>: Extending the Text (p. 118) • <u>Warm Up</u>: Teacher choice
Bend III: Bringing Books to Life			
Lesson 11	<ul style="list-style-type: none"> • <u>Session 11</u>: Readers Use Their Voices to Bring Books to Life (p. 66) • <u>Read</u> <i>In the Garden</i> • <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong characters #2, Session 1 (p. 103) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 1</u>: Falling in Love with the Book (p. 110) • <u>Warm Up</u>: Teacher choice
Lesson 12	<ul style="list-style-type: none"> • <u>Session 12</u>: Readers Use the Pattern to Sing Out Their Books (p. 71) • <u>Read</u> <i>Brown Bear, Brown Bear, What Do You See?</i> • <u>Read</u> <i>It’s Super Mouse!</i> • <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong characters #2, Session 2 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 2</u>: Looking Closely at Pictures (p. 113) • <u>Warm Up</u>: Teacher choice

		(p. 106)	
Lesson 13	<ul style="list-style-type: none"> • <u>Session 13</u>: Readers Use Punctuation to Figure Out <i>How</i> to Read (p. 77) 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong characters #3, Session 1 (p. 103) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 3</u>: Wordplay (p. 115) • <u>Warm Up</u>: Teacher choice
Lesson 14	<ul style="list-style-type: none"> • <u>Session 14</u>: Readers Change Their Voices to Show They Understand the Book (p. 80) • <u>Read It's Super Mouse!</u> 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong characters #3, Session 2 (p. 106) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 4</u>: Fluency (p. 117) • <u>Warm Up</u>: Teacher choice
Lesson 15	<ul style="list-style-type: none"> • <u>Session 15</u>: Super Readers Talk about Books, Too! (p. 86) • <u>Read It's Super Mouse!</u> • <u>Chart</u>: "We Are Super Readers!" 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction book with strong characters #4, Session 1 (p. 103) 	<ul style="list-style-type: none"> • New shared reading choice fiction book #2 • <u>Day 5</u>: Extending the Text (p. 118) • <u>Warm Up</u>: Teacher choice
Lesson 16	<ul style="list-style-type: none"> • <u>Session 16</u>: Readers Retell Books after They Read Them (p. 92) 	<ul style="list-style-type: none"> • Interactive read-aloud 	<ul style="list-style-type: none"> • New shared reading choice fiction book #3

		choice fiction book with strong characters #4, Session 2 (p. 106)	<ul style="list-style-type: none"> Teacher will determine skill to practice
Lesson 17	<ul style="list-style-type: none"> <u>Session 17</u>: Celebration: The Gift of Reading (p. 95) <u>Read</u> <i>The Carrot Seed, The Three Billy Goats Gruff</i> <u>Charts</u>: “We Are Super Readers!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> Interactive read-aloud choice fiction book #5 Teacher will determine skill to practice 	<ul style="list-style-type: none"> New shared reading choice fiction book #3 Teacher will determine skill to practice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Super Powers: Reading with Print Strategies and Sight Word Power* (Grade K, Unit 2)
- *So Much!* by Trish Cooke
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.
- *Wemberly Worried* by Kevin Henkes

- *Yoko* by Rosemary Wells
- *In the Garden* by Annette Smith, Jenny Giles, and Beverley Randell
- *The Kissing Hand* by Audrey Penn
- *It's Super Mouse!* by Phyllis Root
- *The Carrot Seed* by Ruth Krauss
- *The Three Billy Goats Gruff* by Paul Galdone
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- December – January

Word Study: Foundations		
Unit	Topic	Time Allocation
2	<ul style="list-style-type: none"> • Phonemic awareness skills • Blending, segmenting, and manipulation of sounds • Blending and reading 3-sound short vowel words • Story prediction • ABC order • Letter formation for uppercase letters 	<ul style="list-style-type: none"> • 4 weeks

Time Allotment

- December – January

UNIT 4
Bigger Books, Bigger Reading Muscles; Word Study (*Foundations Unit 3*)

Unit Goals

At the completion of this unit, students will:

- continue to apply multiple reading strategies.
- read more challenging books with greater independence.
- continue to build stamina during reading workshop.
- continue to build upon reading partnerships by talking and thinking more deeply about texts.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.

CCS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- How can I choose and apply strategies to help me read?
- How can I use visual information (pattern, structure, letter-sound knowledge, high-frequency words) to be a stronger reader?
- How do I work with a reading partner to apply reading strategies?
- How can I work with my reading partner to talk and think about books?
- How can I share my reading with others?

Scope and Sequence

Bigger Books, Bigger Reading Muscles			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> • Prepare your room. <ul style="list-style-type: none"> ○ You will continue to build on the anchor charts “We Are Super Readers!” & “Readers Read with a Partner” ○ Gather a bunch of emergent or easy-read ABC books to reveal in Lesson 7. 	<ul style="list-style-type: none"> • Read pp. 126-134. 	<ul style="list-style-type: none"> • Read pp. 135-147.
Bend I: Tackling More Challenging Books			
Lesson 1	<ul style="list-style-type: none"> • <u>Session 1</u>: Tackling More Challenging Books (p. 2) • <u>Create</u> “My Reading Mat” • <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • <i>Dragonflies</i>, Session 1 (p. 126) 	<ul style="list-style-type: none"> • <i>My Bug Box</i> • <u>Day 1</u>: Book Introduction, Comprehension, and Word Solving (p. 136) • <u>Warm Up</u>: “Hickory Dickory Dock”
Lesson 2	<ul style="list-style-type: none"> • <u>Session 2</u>: Readers Use Patterns to Help Them Read Almost Every Page (p. 9) • <u>Read</u> <i>Picnic</i> • <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • <i>Dragonflies</i>, Session 2 (p. 132) 	<ul style="list-style-type: none"> • <i>My Bug Box</i> • <u>Day 2</u>: Cross-Checking Sources of Information (p. 139) • <u>Warm Up</u>: “Hickory Dickory Dock”
Lesson 3	<ul style="list-style-type: none"> • <u>Session 3</u>: Readers Figure Out the Changing Words in the Pattern (p. 16) 	<ul style="list-style-type: none"> • <i>Knuffle Bunny</i>, Session 1 (p. 16) 	<ul style="list-style-type: none"> • <i>My Bug Box</i> • <u>Day 3</u>: Word Study (p. 141)

	<ul style="list-style-type: none"> • <u>Read</u> <i>Pizza</i> • <u>Charts</u>: “We Are Super Readers!” “Readers Read with a Partner” 	126)	<ul style="list-style-type: none"> • <u>Warm Up</u>: “Hickory Dickory Dock”
Lesson 4	<ul style="list-style-type: none"> • <u>Session 4</u>: Readers Use All of Their Super Powers to Read Pattern Breaks in Books (p. 22) • <u>Read</u> <i>Picnic</i> • <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • <i>Knuffle Bunny</i>, Session 2 (p. 132) 	<ul style="list-style-type: none"> • <i>My Bug Box</i> • <u>Day 4</u>: Fluency (p. 144) • <u>Warm Up</u>: “Hickory Dickory Dock”
Lesson 5	<ul style="list-style-type: none"> • <u>Session 5</u>: Readers Check Their Reading (p. 29) • <u>Read</u> <i>Cat and Mouse</i> • <u>Charts</u>: “We Are Super Readers!” “Check Your Reading!” 	<ul style="list-style-type: none"> • <i>Building Beavers</i>, Session 1 (p. 126) 	<ul style="list-style-type: none"> • <i>My Bug Box</i> • <u>Day 5</u>: Putting It All Together / Extending Comprehension (p. 146) • <u>Warm Up</u>: “Hickory Dickory Dock”
Lesson 6	<ul style="list-style-type: none"> • <u>Session 6</u>: Readers Use the Pattern and the Ending to Understand Their Books (p. 35) • <u>Add</u> Post-it notes to students’ reading tool baggies • <u>Read</u> <i>Pizza</i> • <u>Read</u> <i>It’s Super Mouse!</i> 	<ul style="list-style-type: none"> • <i>Building Beavers</i>, Session 2 (p. 132) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #1 • <u>Day 1</u>: Book Introduction, Comprehension, and Word Solving (p. 136) • <u>Warm Up</u>: Teacher choice
Bend II: Zooming In on Letters and Sounds			
Lesson 7	<ul style="list-style-type: none"> • <u>Session 7</u>: Readers Use Their Letter-Sound Knowledge to Help Them Read the Words on the Page (p. 42) • <u>Read</u> emergent and easy-read ABC books 	<ul style="list-style-type: none"> • <i>The Snowy Day</i>, Session 1 (p. 126) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #1 • <u>Day 2</u>: Cross-

	<ul style="list-style-type: none"> • <u>Charts</u>: “With ABC Books, Readers Can . . . ,” “Readers Read with a Partner” 		<p>Checking Sources of Information (p. 139)</p> <ul style="list-style-type: none"> • <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> • <u>Session 8</u>: Readers Use Their Letter-Sound Knowledge to Help Them Read Unknown Words (p. 49) • <u>Chart</u>: “With ABC Books, Readers Can . . .” 	<ul style="list-style-type: none"> • <i>The Snowy Day</i>, Session 2 (p. 132) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #1 • <u>Day 3</u>: Word Study (p. 141) • <u>Warm Up</u>: Teacher choice
Lesson 9	<ul style="list-style-type: none"> • <u>Session 9</u>: Readers Can Notice Consonant Clusters to Help Solve Unknown Words (p. 56) • <u>Display</u> blends and digraphs chart • <u>Read</u> <i>Can You See the Eggs?</i> 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #1, Session 1 (p. 126) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #1 • <u>Day 4</u>: Fluency (p. 144) • <u>Warm Up</u>: Teacher choice
Lesson 10	<ul style="list-style-type: none"> • <u>Session 10</u>: Readers Look to the Ends of Words as They Read (p. 64) • <u>Read</u> <i>Can You See the Eggs?</i> • <u>Charts</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #1, Session 2 (p. 132) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #1 • <u>Day 5</u>: Putting It All Together / Extending Comprehension (p. 146) • <u>Warm Up</u>: Teacher choice
Lesson 11	<ul style="list-style-type: none"> • <u>Session 11</u>: Readers Preview a Page and Locate Known Words before Reading (p. 72) 	<ul style="list-style-type: none"> • Interactive read-aloud choice 	<ul style="list-style-type: none"> • New shared reading choice fiction book

	<ul style="list-style-type: none"> • <u>Read</u> <i>Can You See the Eggs?</i> • <u>Charts</u>: “Readers Read with a Partner” 	<p>nonfiction book #2, Session 1 (p. 126)</p>	<p>(Level B-D) #2</p> <ul style="list-style-type: none"> • <u>Day 1</u>: Book Introduction, Comprehension, and Word Solving (p. 136) • <u>Warm Up</u>: Teacher choice
Lesson 12	<ul style="list-style-type: none"> • <u>Session 12</u>: Readers Check Their Reading (p. 79) • <u>Read</u> <i>Can You See the Eggs?</i> • <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #2, Session 2 (p. 132) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #2 • <u>Day 2</u>: Cross-Checking Sources of Information (p. 139) • <u>Warm Up</u>: Teacher choice
Bend III: Graduation: Becoming Stronger Readers			
Lesson 13	<ul style="list-style-type: none"> • <u>Session 13</u>: As Books Become Harder, Readers Need New Kinds of Picture Power (p. 88) • <u>Prepare</u> three extra-strength stars (available via Heinemann website) • <u>Read</u> <i>Picnic; Ethan’s Cat; Oh, the Places You’ll Go!</i> • <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #3, Session 1 (p. 126) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #2 • <u>Day 3</u>: Word Study (p. 141) • <u>Warm Up</u>: Teacher choice
Lesson 14	<ul style="list-style-type: none"> • <u>Session 14</u>: Supporting Readers Who Are Moving from Pattern Books to Stories, and Bolstering Partnerships (p. 95) • <u>Read</u> <i>Wake up, Dad</i> • <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #3, Session 2 (p. 132) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #2 • <u>Day 4</u>: Fluency (p. 144) • <u>Warm Up</u>: Teacher choice

Lesson 15	<ul style="list-style-type: none"> • <u>Session 15</u>: Readers Can Read Snap Words with Inflected Endings (p. 102) • <u>Read</u> books such as <i>Hide and Seek</i> (p. 103) or <i>Kitty Cat and Fat Cat</i> • <u>Chart</u>: “We Are Super Readers!” “Readers Read with a Partner” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #4, Session 1 (p. 126) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #2 • <u>Day 5</u>: Putting It All Together / Extending Comprehension (p. 146) • <u>Warm Up</u>: Teacher choice
Lesson 16	<ul style="list-style-type: none"> • <u>Session 16</u>: Readers Use All They Know about Stories to Make Predictions (p. 107) • <u>Read</u> <i>Wake up, Dad</i> • <u>Chart</u>: “Super Readers Retell!” 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #4, Session 2 (p. 132) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #3 • <u>Day 1</u>: Book Introduction, Comprehension, and Word Solving (p. 136) • <u>Warm Up</u>: Teacher choice
Lesson 17	<ul style="list-style-type: none"> • <u>Session 17</u>: Readers Need Extra-Strength Reread Power to Bring Their Books to Life (p. 113) 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction book #5, Session 1 (p. 126) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #3 • <u>Day 2</u>: Cross-Checking Sources of Information (p. 139) • <u>Warm Up</u>: Teacher choice
Lesson 18	<ul style="list-style-type: none"> • <u>Session 18</u>: Readers Need Extra-Strength Book Talk Power (p. 116) • <u>Read</u> <i>Wake up, Dad; Oh, the Places You’ll Go!</i> 	<ul style="list-style-type: none"> • Interactive read-aloud choice nonfiction 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #3

	<ul style="list-style-type: none"> • <u>Charts</u>: “We Are Super Readers!” “Super Readers Retell!” “Readers Read with a Partner” 	book #5, Session 2 (p. 132)	<ul style="list-style-type: none"> • <u>Day 3</u>: Word Study (p. 141) • <u>Warm Up</u>: Teacher choice
Lesson 19	<ul style="list-style-type: none"> • <u>Session 19</u>: Celebration: Readers Use All of Their Powers to Read New Books (p. 123) 		<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #2 • <u>Day 4</u>: Fluency (p. 144), & <u>Day 5</u>: Putting It All Together / Extending Comprehension (p. 146) • <u>Warm Up</u>: Teacher choice

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Bigger Books, Bigger Reading Muscles* (Grade K, Unit 3)
- *Dragonflies* by Margaret Hall
- *My Bug Box* by Pat Blanchard and Joanne Suhr
- *Picnic* by Phyllis Root
- *Pizza* by Phyllis Root
- *Knuffle Bunny: A Cautionary Tale* by Mo Willems

- *Cat and Mouse* by Phyllis Root
- *Building Beavers* by Kathleen Martin-James
- *It's Super Mouse!* by Phyllis Root
- *The Snowy Day* by Ezra Jack Keats
- *Can You See the Eggs?* by Jenny Giles
- *Ethan's Cat* by Johanna Hurwitz
- *Oh, the Places You'll Go!* by Dr. Seuss
- *Wake up, Dad* by Beverley Randell
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- *Hide and Seek* by Lila
- *Kitty Cat and Fat Cat* by Annette Smith
- *Pete the Cat and His Four Groovy Buttons* by James Dean
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- February – early March

Word Study: Foundations		
Unit	Topic	Time Allocation
3	<ul style="list-style-type: none"> • Phonemic awareness skills • Blending, segmenting, and manipulation of sounds • Blending sounds in nonsense CVC words • Segmenting and spelling 3-sound short vowel sounds • Distinguishing long and short vowels • Narrative story form: Character, setting, main events • Fluency and phrasing • Beginning composition skills • High-frequency (sight) words: <i>the, a, and, are, to, is, his, as, has, was</i> 	<ul style="list-style-type: none"> • 6 weeks

Time Allotment

- February – early March

UNIT 5
Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books;
Word Study (*Foundations* Unit 4)

Unit Goals

At the completion of this unit, students will:

- think about stories and how books help them determine challenging words.
- use multiple reading strategies to fix errors.
- reread books multiple times to practice fluency skills and help understand their books.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CCS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CCS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- How can I think about the story and about how books sound to help me figure out tricky words?
- How do I make sure I notice when something I read doesn't make sense or sound right, and then use multiple strategies to fix up my reading?
- How can I reread my books many times to make my reading sound better and to help me understand more about the books?

Scope and Sequence

Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> • Prepare your room with nonfiction books. • Re-evaluate and re-assign partnerships as needed. • Have fiction, nonfiction, leveled texts, pattern books, and rhyming books available. 		
Bend I: Readers Think about the Story and How the Book Sounds to Figure Out Words			
Lesson 1	<ul style="list-style-type: none"> • <u>Inquiry Question</u>: “How do readers know when they need to go back and fix things up? What are the signs to be on the lookout for?” 	<ul style="list-style-type: none"> • Continue to select interactive read-aloud books similar to those used in prior units. Continue to practice prior units’ skills. 	<ul style="list-style-type: none"> • Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Lesson 2	<ul style="list-style-type: none"> • Teaching Point: Readers often stop on each page to make sure their reading is making sense. On every page they ask themselves, “Did my reading make sense? Sound right? Look right?” If you realize something isn’t right, and the pattern has changed, it’s important to fix it! 		
Bend II: Readers Are Flexible Problem Solvers			

Lesson 3	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers often make plans for the strategies they will try. 	<ul style="list-style-type: none"> • Continue to select interactive read-aloud books similar to those used in prior units. Continue to practice prior units' skills. 	<ul style="list-style-type: none"> • Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Bend III: Readers Make Their Reading Sound Great			
Lesson 4	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Expert readers are always rereading, for many readers and many purposes. 	<ul style="list-style-type: none"> • Continue to select interactive read-aloud books similar to those used in prior units. Continue to practice prior units' skills. 	<ul style="list-style-type: none"> • Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Bend II: Readers Learn about Words inside Their Books, Too!			
Lesson 5	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers don't just finish a book and move on to another one. Readers read the books a few different times over, trying out different things. 	<ul style="list-style-type: none"> • Continue to select interactive read-aloud books similar to those used in prior units. 	<ul style="list-style-type: none"> • Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.

		Continue to practice prior units' skills.	
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books* (Grade K, If/Then Curriculum)
- Mix of fiction, nonfiction, leveled texts, pattern books, and rhyming books
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- mid March – early April

Word Study: Foundations		
Unit	Topic	Time Allocation
4	<ul style="list-style-type: none"> • Phoneme segmentation • Concept of consonant digraphs, keywords, sounds: <i>wh, ch, sh, th, ck</i> • Decoding 3-sound words with digraphs • Spelling 3-sound words with digraphs • Spelling <i>ck</i> at the end of words 	<ul style="list-style-type: none"> • 4 weeks

	<ul style="list-style-type: none">• Narrative story form: Character, setting, main events• High-frequency (sight) words: <i>we, she, he, be, me, I, you, they</i>	
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UNIT 6

Becoming Avid Readers; Word Study (*Foundations Unit 5*)

Unit Goals

At the completion of this unit, students will:

- continue to develop their interest and enthusiasm to become active, avid readers.
- apply taught and learned reading strategies to become more automatic and independent readers.
- increase reading fluency through the genre of poetry.
- continue to build stamina during reading workshop.
- utilize reading and developmentally appropriate social skills to engage in reading clubs.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CCS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- How do I demonstrate the behaviors of an avid reader?
- How can I use multiple reading strategies to develop automaticity while reading?
- How can I sound more like a fluent reader?
- How can I effectively communicate with my reading club about texts and concepts?
- How can I share my reading with others?

Scope and Sequence

Becoming Avid Readers			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> • Prepare your room. <ul style="list-style-type: none"> ○ You will continue to build on the anchor charts “We Are Super Readers!” & “Readers Read with a Partner” ○ Print out photographs of avid and blah readers (available via Heinemann website) 	<ul style="list-style-type: none"> • Read pp. 112-124. 	<ul style="list-style-type: none"> • Read pp. 125-137.
Bend I: Becoming an Avid Reader			
Lesson 1	<ul style="list-style-type: none"> • <u>Session 1</u>: What Is an Avid Reader? (p. 2) • <u>Photograph</u> students being avid readers • <u>Charts</u>: “Avid Readers . . . ,” “Readers Read with a Partner” 	<ul style="list-style-type: none"> • <i>Not Norman: A Goldfish Story</i>, Session 1 (p. 112) 	<ul style="list-style-type: none"> • <i>Gossie</i> • <u>Day 1</u>: Falling in Love with the Book (p. 126) • <u>Warm Up</u>: “Mary Had a Little Lamb”
Lesson 2	<ul style="list-style-type: none"> • <u>Session 2</u>: Reacting to Books (p. 10) • <u>Read</u> <i>The Carrot Seed</i> • <u>Read</u> <i>It’s Super Mouse!</i> • <u>Chart</u>: “Avid Readers . . . ” 	<ul style="list-style-type: none"> • <i>Not Norman: A Goldfish Story</i>, Session 2 (p. 118) 	<ul style="list-style-type: none"> • <i>Gossie</i> • <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 129) • <u>Warm Up</u>: “Mary Had a Little

			Lamb”
Lesson 3	<ul style="list-style-type: none"> • <u>Session 3</u>: Capturing Thinking about Books (p. 16) • <u>Read</u> <i>The Carrot Seed</i> • <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> • <i>Not Norman: A Goldfish Story</i>, Session 1 (p. 121) 	<ul style="list-style-type: none"> • <i>Gossie</i> • <u>Day 3</u>: Word Study (p. 131) • <u>Warm Up</u>: “Mary Had a Little Lamb”
Lesson 4	<ul style="list-style-type: none"> • <u>Session 4</u>: Avid Readers Reach for Just-Right Words to Describe Feelings (p. 23) • <u>Read</u> <i>Not Norman: A Goldfish Story</i> • <u>Chart</u>: “Readers Read with a Partner” 	<ul style="list-style-type: none"> • <i>Pet Show</i>, Session 1 (p. 112) 	<ul style="list-style-type: none"> • <i>Gossie</i> • <u>Day 4</u>: Fluency (p. 133) • <u>Warm Up</u>: “Mary Had a Little Lamb”
Lesson 5	<ul style="list-style-type: none"> • <u>Session 5</u>: Avid Readers Reflect and Set Goals for Themselves (p. 30) • <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • <i>Pet Show</i>, Session 2 (p. 118) 	<ul style="list-style-type: none"> • <i>Gossie</i> • <u>Day 5</u>: Putting It All Together / Extending Comprehension (p. 135) • <u>Warm Up</u>: “Mary Had a Little Lamb”
Lesson 6	<ul style="list-style-type: none"> • <u>Session 6</u>: Avid Readers Make Playdates (p. 33) • <u>Create</u> Reading Playdates folder for student use • <u>Charts</u>: “Check Your Reading!” “Reading Playdates” 	<ul style="list-style-type: none"> • <i>Pet Show</i>, Session 3 (p. 121) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #1 • <u>Day 1</u>: Falling in Love with the Book (p. 126) • <u>Warm Up</u>: Teacher choice
Lesson 7	<ul style="list-style-type: none"> • <u>Session 7</u>: Playing Pretend (p. 40) • <u>Read</u> <i>Not Norman: A Goldfish Story</i> • <u>Chart</u>: “Reading Playdates” 	<ul style="list-style-type: none"> • <i>Kitten’s Full Moon</i>, Session 1 (p. 112) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #1

			<ul style="list-style-type: none"> • <u>Day 2</u>: Cross-Checking Sources of Information (MSV) (p. 129) • <u>Warm Up</u>: Teacher choice
Lesson 8	<ul style="list-style-type: none"> • <u>Session 8</u>: Close Reading and Book-Based Pretending (p. 47) • <u>Read</u> <i>Not Norman: A Goldfish Story</i> • <u>Chart</u>: “We Are Super Readers!” 	<ul style="list-style-type: none"> • <i>Kitten’s Full Moon</i>, Session 2 (p. 118) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #1 • <u>Day 3</u>: Word Study (p. 131) • <u>Warm Up</u>: Teacher choice
Bend II: Learning from All-About Books			
Lesson 9	<ul style="list-style-type: none"> • <u>Session 9</u>: Thinking about and Reacting to Nonfiction Texts (p. 54) • <u>Prepare</u> link to “Venus Flytraps: Jaws of Death” (BBC) • <u>Prepare</u> baskets for each club with a variety of nonfiction books children can read independently • <u>Chart</u>: “Avid Nonfiction Readers . . .” 	<ul style="list-style-type: none"> • <i>Kitten’s Full Moon</i>, Session 3 (p. 121) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #1 • <u>Day 4</u>: Fluency (p. 133) • <u>Warm Up</u>: Teacher choice
Lesson 10	<ul style="list-style-type: none"> • <u>Session 10</u>: Talking like an Expert (p. 60) • <u>Read</u> <i>Honey Bees</i> • <u>Prepare</u> link to “Venus Flytraps: Jaws of Death” (BBC) • <u>Charts</u>: “Avid Nonfiction Readers . . . ,” “Partners Share” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction or nonfiction book #1, Session 1 (p. 112) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #1 • <u>Day 5</u>: Putting It All Together / Extending Comprehension (p. 135) • <u>Warm Up</u>: Teacher choice

Lesson 11	<ul style="list-style-type: none"> • <u>Session 11</u>: Nonfiction Reading Playdates (p. 67) 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction or nonfiction book #1, Session 2 (p. 118) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #2 • <u>Day 1</u>: Book Introduction, Comprehension, and Word Solving (p. 136) • <u>Warm Up</u>: Teacher choice
Lesson 12	<ul style="list-style-type: none"> • <u>Session 12</u>: Falling in Love with Topics (p. 70) • <u>Chart</u>: “Avid Nonfiction Readers . . . ,” “Readers TALK about Books” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction or nonfiction book #1, Session 3 (p. 121) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #2 • <u>Day 2</u>: Cross-Checking Sources of Information (p. 139) • <u>Warm Up</u>: Teacher choice
Lesson 13	<ul style="list-style-type: none"> • <u>Session 13</u>: Avid Nonfiction Readers Notice Similarities and Differences in Books (p. 76) • <u>Read</u> <i>Dragonflies</i> or <i>Honey Bees</i> • <u>Charts</u>: “Readers Read with a Partner,” “We Are Super Readers!” “Reading Playdates” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction or nonfiction book #2, Session 1 (p. 112) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #2 • <u>Day 3</u>: Word Study (p. 131) • <u>Warm Up</u>: Teacher choice
Lesson 14	<ul style="list-style-type: none"> • <u>Session 14</u>: Avid Nonfiction Readers Pretend (p. 83) • <u>Prepare</u> link to “Venus Flytraps: Jaws of Death” (BBC) • <u>Read</u> <i>Honey Bees</i> 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction or nonfiction book #2, Session 2 (p. 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #2 • <u>Day 4</u>: Fluency (p. 133) • <u>Warm Up</u>:

		118)	Teacher choice
Bend III: Falling in Love with Poetry			
Lesson 15	<ul style="list-style-type: none"> • <u>Session 15</u>: Reading for Meaning and Rhythm and Fun (p. 88) • <u>Charts</u>: “Avid Poetry Readers . . . ,” “How to Read a Poem” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction or nonfiction book #2, Session 3 (p. 121) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #2 • <u>Day 5</u>: Putting It All Together / Extending Comprehension (p. 135) • <u>Warm Up</u>: Teacher choice
Lesson 16	<ul style="list-style-type: none"> • <u>Session 16</u>: Readers Bring Out a Poem’s Meaning and Feeling (p. 95) • <u>Chart</u>: “Reading Playdates” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction or nonfiction book #3, Session 1 (p. 112) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #3 • Teacher will determine skill to practice
Lesson 17	<ul style="list-style-type: none"> • <u>Session 17</u>: Becoming a Copycat Poet (p. 101) • <u>Charts</u>: “How to Be a Copycat Poet,” “Avid Poetry Readers . . . ” 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction or nonfiction book #3, Session 2 (p. 118) 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #3 • Teacher will determine skill to practice
Lesson 18	<ul style="list-style-type: none"> • <u>Session 18</u>: Avid Readers’ Poetry Extravaganza (p. 108) 	<ul style="list-style-type: none"> • Interactive read-aloud choice fiction or nonfiction book #2, Session 3 	<ul style="list-style-type: none"> • New shared reading choice fiction book (Level B-D) #3 • Teacher will determine skill to practice

		(p. 121)	
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-it notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Becoming Avid Readers* (Grade K, Unit 4)
- *Not Norman: A Goldfish Story* by Kelly Bennett
- *Gossie* by Olivier Dunrea
- *The Carrot Seed* by Ruth Krauss
- *It’s Super Mouse!* by Phyllis Root
- *Pet Show* by Ezra Jack Keats
- *Kitten’s Full Moon* by Kevin Henkes
- *Honey Bees* by Martha E.H. Rustad
- Note-taking system for conferencing
- Reader’s Notebook or Folder

Supplemental

- *Dragonflies* by Margaret Hall
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- mid April – June

Word Study: <i>Foundations</i>		
Unit	Topic	Time Allocation
5	• Sentence structure	• 6 weeks

	<ul style="list-style-type: none">• Sentence dictation• Narrative vs. informational books • High-frequency (sight) words: <i>or, for, of, have, from, by, my, do, one</i>	
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Time Allotment

- mid April – June

UNIT 7 (Optional)

Growing Expertise in Little Books: Nonfiction Reading; Word Study (*Foundations Unit 5*)

Unit Goals

At the completion of this unit, students will:

- determine the topic of a nonfiction book.
- discuss learned information with their reading partnership.
- identify and share important words from their nonfiction books.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CCS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.

CCS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
CCS.ELA-Literacy.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).
CCS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CCS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CCS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- How can I notice more in the books I read?
- How can I learn new things and words from the pictures and words?

- How can I find important words about my topic in the book and share these words with others?

Scope and Sequence

Growing Expertise in Little Books: Nonfiction Reading			
	Reading Workshop	Interactive Read-Aloud	Shared Reading
Prior to Unit	<ul style="list-style-type: none"> • Prepare your room with nonfiction books. • Re-evaluate and re-assign partnerships as needed. 		
Bend I: Readers Become Experts on Topics by Reading Books, Asking Questions, and Talking with Others			
Lesson 1	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers look closely, point to the pictures, ask questions, and talk about their books, all so they can become experts on the topics. 		
Lesson 2	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers use the whole page and their whole brain to learn as much as possible about their books. Readers wonder by asking questions like Who? What? Where? When? Why? How? 	<ul style="list-style-type: none"> • Continue to select interactive read-aloud books similar to those used in prior units. Continue to practice prior units' skills. 	<ul style="list-style-type: none"> • Continue to select shared reading books similar to those used in prior units. Continue to practice prior units' skills.
Lesson 3	<ul style="list-style-type: none"> • Teaching Point: Readers teach their partner what they learned by doing a retelling. • <u>Use</u> sentence stem: "This book was mostly about _____. One example was _____." 		
Lesson 4	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Nonfiction readers share what they are learning by giving their partner a little lesson about their book. The lesson starts with looking at the cover and naming 		

	what the book is mostly about.		
Bend II: Readers Learn about Words inside Their Books, Too!			
Lesson 5	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Expert nonfiction readers collect expert words about their topics, words that are important to know. They collect these words on a special chart and use them when teaching others. • <u>Prepare</u> Post-it notes 		
Lesson 6	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers can teach their partners the most important “expert” words in their books. Readers can use the pictures, describing what they look like, or explain what a word does to teach an “expert.” • <u>Prepare</u> Post-it notes 	<ul style="list-style-type: none"> • Continue to select interactive read-aloud books similar to those used in prior units. Continue to practice prior units’ skills. 	<ul style="list-style-type: none"> • Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Lesson 7	<ul style="list-style-type: none"> • <u>Teaching Point</u>: When you are reading and come across a word you have never seen or heard before, you can stop and think, “What does this word mean? Are there any clues in the picture or in the other words on the page?” • <u>Prepare</u> Post-it notes 		
Lesson 8	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers can respond to the text by reading the words and then using the pictures to learn even more information. They say things like, “The words say _____. I also see _____ in the picture, and it makes me think _____.” • <u>Prepare</u> Post-it notes • <u>Prepare</u> chart with sentence stems 		
Bend III: Readers Can Think about What’s the Same			

and What's Different in – and across – Books			
Lesson 9	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers will read all that they can on a topic and retell what they have learned. 	<ul style="list-style-type: none"> • Continue to select interactive read-aloud books similar to those used in prior units. Continue to practice prior units' skills. 	<ul style="list-style-type: none"> • Continue to select shared reading books similar to those used in Unit 1. Continue to practice Unit 1 skills.
Lesson 10	<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers will compare books by noticing what is the same or different in the words and pictures of their books. 		

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Growing Expertise in Little Books: Nonfiction Reading* (Grade K, *If/Then Curriculum*)
- Nonfiction collections by topic (e.g., animals, ocean life, space, sports)
- Nonfiction collections by author (e.g., Lois Ehlert, Todd Parr)
- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- *Zoo-Looking* by Mem Fox
- *Who Works at the Zoo?* by Sarah Russell
- *DK Readers*

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- mid April – June

Word Study: <i>Foundations</i>		
Unit	Topic	Time Allocation
5	<ul style="list-style-type: none"> • Sentence structure • Sentence dictation • Narrative vs. informational books • High-frequency (sight) words: <i>or, for, of, have, from, by, my, do, one</i> 	<ul style="list-style-type: none"> • 6 weeks

Time Allotment

- mid April – June

CURRENT REFERENCE

Calkins, Lucy. *A Guide to the Reading Workshop: Primary Grades*. Portsmouth, NH: Heinemann. 2015. Print.

APPENDIX

KINDERGARTEN WORDS AND PACING

* Beginning in October, the learning of each group of words can be spread across two weeks.

Group 1:	a	I	the	see	
Group 2:	am	and	look	play	
Group 3:	an	can	man	ran	
Group 4:	do	to	in	it	on
Group 5:	like	not	said	you	
Group 6:	go	no	so	little	
Group 7:	be	me	he	she	we
Group 8:	here	of	my	by	
Group 9:	get	run	is	his	
Group 10:	put	one	for	or	
Group 11:	all	day	then	with	
Group 12:	as	has	her	this	
Group 13:	come	some	came	out	don't
Group 14:	was	have	they	want	went
Group 15:	from	are	what	where	