

Summit Public Schools
Summit, New Jersey
Grade Level: Kindergarten/ Content Area: Reading

Curriculum

Suggested Pacing Guide for Reading and Writing Units of Study
KINDERGARTEN

| Month | Reading Unit | Writing Unit | Grammar Skill & Word Work |
|--------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------|
| September/October | We are Readers: Building Good Habits and Routines- | Launching Writing Workshop & Storytelling | Reread words for readability Stretch out sounds in words |
| October/ November | Emergent Star Books & Big Books and Little Books: Searching for Meaning, Structure, Visual, Monitoring with Support | Looking Closely: Observing, Labeling and Listing Like Scientists | Use nouns or plural nouns (tree/ trees) Recognize end punctuation |
| December/ January | Just Right Books- Using Our Superpowers to Read | Writing for Readers | Use nouns and verbs Produce complete sentences |
| February | Becoming a Class of Reading Teachers | How-To Books | Use prepositions (to, from, in, out, on, off, for, of, by, with) |
| March | Reading for Information | All About Books | |
| April | Readers are Resourceful: Tackling Tricky Words | Persuasive Writing | Produce complete sentences Capitalize first word in a sentence and I |
| May June | Characters | Writing Narrative Stories | Produce complete sentences |

Unit Description: We Are Readers ~ Building Habits & Routines

This unit is designed as an introduction to reading workshop. Students will learn the routines and procedures of the Reading Workshop. Children will learn concepts of print as well as receive an introduction to good reading habits. The first unit of reading workshop invites children to be members of what Frank Smith famously coined, “The Literacy Club.” This will be the unit that invites children to feel and act like readers (even when their reading will often not be conventional). This will be the unit that invites children through the threshold and into the wonder of reading workshop.

We want children to finish this unit with a confident sense of reading identity. We want them to see, experience, and understand how books are filled with information and stories that we can read and share with others. Share books, poems, songs, fiction and nonfiction. We also want to establish our classroom reading community and routines. While teaching this, we want them to love to read while they also learn how to read. Your class library will be filled with familiar texts, emergent texts, shared reading books, back-to-school books, and books about family and friends.

As you assess your readers, one of the urgent things to assess will be children’s’ concepts of print. Some children come to kindergarten with these firmly in place, other do not—and all the other teaching you may try to do won't stick until you teach students concepts of print. You are essentially seeing which children know that books are read from front to back, left to right, top to bottom, and that readers read the words. You are looking to see which of your children know what a sentence is, a word, a letter? You’ll support children as they learn about locating the front and back of the book, finding the first page and turning the pages, reading the pictures, pointing under (not on top of) the words as they read, and reading the words from left to right. Children can learn to notice and name what is on the pages, again from left to right. They can look at a picture thinking, “What does this page say?” to generate stories to accompany these pictures. This may sound simple but research has shown that children who fail to thrive in kindergarten often do so because they cannot extract information from a picture or master these early reading behaviors.

Shared reading texts to support this unit are crucial. Through shared reading, shared writing, interactive writing and word study, you will be modeling the conventions of reading daily for your students. This will also help you assess where students are in their reading lives and plan your next steps of instruction accordingly. During Shared Writing you are creating texts with the students to support not only conventions of reading and writing, but supporting phonics skills.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- Expectations of readers during mini lessons, reading time, and when the teacher is conferring with other children and choosing books
- Work that readers can do with books before they can read the words
- Reading and talking about books

| <p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p> |
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| <ul style="list-style-type: none"> <input type="checkbox"/> What does reading workshop look and feel like? <input type="checkbox"/> How do we begin to read and enjoy books? <input type="checkbox"/> How do readers share what they've read? | <p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading workshop is a safe and fun place to explore books and read <input type="checkbox"/> Books are filled with information and stories that we can read in different ways. <input type="checkbox"/> Books are meant to be shared in various ways to help us enjoy and understand our books better. |
| <p style="text-align: center;">Areas of Focus: Proficiencies (National Core Standard Alignment)</p> | <p style="text-align: center;">Examples, Outcomes, Assessments</p> |
| <p>Students will:</p> <p>Reading Standards for Literature</p> <p>Key Ideas and Details:</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text . 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. <p>Craft and Structure:</p> <ol style="list-style-type: none"> 1. Ask and answer questions about unknown words in a text. 2. Recognize common types of texts (e.g. storybooks, poems). 3. With prompting and support, name the author and illustrator of a story and define the role of each in telling stories. <p>Integration of Knowledge and Ideas :</p> <ol style="list-style-type: none"> 1. 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). 2. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | <p>Instructional Focus:</p> <p><u>Bend1: Let the Reading Adventures Begin</u></p> <ul style="list-style-type: none"> • Readers read lots of different things to live a fun, vibrant, and purposeful reading life. Lets take a look at all the different places that we can find things to read in the world around us. Now let’s look in our classroom and all the print that tells us so much important information. • Readers have purposes for what they are reading no matter what they are reading. When we look at something to read, we can ask ourselves, “ Why am I reading this?”. Let’s talk about some of the things we brainstormed the other day and talk about the purposes behind reading them. Now today, as you chose your book, ask yourself why you are reading that book, is it something you are interested in? • Readers understand how books work. We know where the pictures are, where the words are, where the cover and back is located. • Readers take care of books. We turn the pages carefully by gently lifting the corner and turning slowly, we put them back in their bins nicely closed and cover facing front, and we always pick them up when they fall on the floor. • Readers respect fellow readers by staying in their spot during reading workshop and using whisper voices. Sometime it is hard to |

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| <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 1. Actively engage in group reading with purpose and understanding. | <p>read without making sounds and that's okay. But, we can lower our voices to a whisper as we read so that we all can do our great reading work.</p> <ul style="list-style-type: none"> • Readers read and explore their books for a long period of time. Today readers can chose books from the table top book bins to read. We aren't going to read one book and be done, we are going to read and read to help our reading muscles grow. When you are finished reading one, chose another to explore. |
| <p>Reading Standards for Informational Texts</p> <p>Key Ideas and Details:</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of informational text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> 1, With prompting and support, ask and answer questions about unknown words in a text. 2. Identify the front cover, back cover, and title page of a book. 3. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in text. <p>Integration of Knowledge and Ideas:</p> <ol style="list-style-type: none"> 1. With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). 2. With prompting and support, identify the reasons and author gives to support points in a text. 3. With prompting and support, identify basic similarities in and differences between two texts in the same topic (e.g. in illustrations, descriptions, or procedures). <p>Range of Reading Level of Text Complexity:</p> <ol style="list-style-type: none"> 1. Actively engage in group reading activities with purpose and understanding. <p>Foundational Skills</p> <p>Print Concepts</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. | <p><u>Bend II: Readers do Lots of Work with Words and Pictures So That They Enjoy Their Books</u></p> <ul style="list-style-type: none"> • Readers have work to do to get our minds ready for reading and to stay with a book longer. We look at the cover to help us think about the topic and what is happening in the story. • Readers don't just flip through the pages of a book. We study the pictures to help us understand what is happening in the book and start to think about our characters. When we come to page we look at the pictures very carefully and ask ourselves, "What is happening on this page? Are there any important characters?" • We look closely at our characters to imagine what they'd say and how they'd say it based on their facial expressions. When we see our character, we as ourselves, how does that character seem to be feeling or thinking and what might they be saying?" • Sometimes, we may know some of the words in our books. As we notice a word we might know, touch the word and say it. Try and think about how it could help you say something about that page. • Readers notice when their books don't make sense. When something doesn't make sense to us we need to stop reading and go back. Reread the pages again studying the pictures closely for clues that might help us understand the page better. • Readers know that there is a story in our books. We build the story by looking at the cover and all the pictures. To help us really understand our books, readers reread their books a few times until it feels like an old friend. |

- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- 1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, produce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. This does not include CVC ending with /l/, /r/, or /x/.
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- 1. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long vowel and short with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- 1. Read emergent-reader texts with purpose and understanding.

Bend III: Share Your Reading with a Buddy Through Book Talks and Performances

- Reading is meant to be shared. Daily you will meet with a reading partner and do really important work. Lets talk about how partners will sit; knee to knee when speaking, hip to hip with book between to share book.
- Readers find things in their books that they might want to talk about. When you are reading and you find a spot you want to talk about, mark that spot in your head and hold it there to talk with your partner.
- Partners take turns when reading and speaking. When you sit with your partner, choose who will go first. The first partner speaks while the other partner listens and then you switch. We look at one another and one person speaks at a time.
- Partners listen carefully to each other and ask questions if they re confused. When you partner is speaking, if you have a question, put up a finger so that your partner can see it. Then your partner can stop talking and you can ask your question and your partner can try to answer the question.
- Partners can help each other to figure things out. Sometimes one partner may be stuck on something in their own book and can ask for help. Place the book between you two and look carefully at the tricky part trying to figure it out.
- Partners can act out a part. If you are reading a book and would like to act it out, you and your partner may try to act it out. Make sure to be using the character's clues to help you think about the acting.

Sample Assessments:

- Concepts of Print
- Letter Sound
- Observation Checklists
- Conferring Notes

Instructional Strategies:

Interdisciplinary Connections

Correlates to Community Unit in Social Studies

- Act out stories to demonstrate comprehension
- Make up songs, using familiar tunes, to remember routines and strategies (Eg. to the tune of "Row Your Boat"- "Get out your book basket, let's meet at the rug! We'll read alone, and then together, let's not be a slug!")

Technology Integration

- Stamp patterns in KidPix and make a class book in youblisher.com
- Reference the Elementary Connections Page for “word game” websites

Media Literacy Integration

- Using print media (books, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- Read books about students across cultures sharing their school and literacy experiences.
- Invites students in your class to share some books or cultural traditions and experiences.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and

Professional Resources:

- Teacher's College Reading Curricular Calendar, Kindergarten, 2011-2012 Unit 1*
- Teacher's College Reading Curricular Calendar, Kindergarten, 2010-2011 Unit 1*

Mentor Texts:

Shared Reading:

- Brown Bear Brown Bear, Eric Carle
- Monster's Party
- The Monster Sandwich
- What's for Lunch?
- The Farm Concert
- Mrs. Wishy Washy
- Down by the Bay
- Nursery Rhymes
- Songs
- Poems
- Interactive Writing
- Wave (or other wordless picture books to build story)
- Alphabet Chart
- Name Chart

Emergent Texts Read Alouds to prepare for next unit:

- *Caps for Sale*
- *Corduroy*
- *The Tree Bears*
- *The Mitten*
- *Stellaluna*
- *The Hungry Caterpillar*
- *Carrot Seed*
- *Goodnight Moon*
- *Mike Mulligan and the Steam Shovel*
- *Three Billy Goats Gruff*

- *Snowy Day*

Unit Description: Emergent Story Books/ Star Books

This unit continues to support our students reading identity. Through the work within emergent texts, children will grow a deeper understanding of the story, a stronger sense of the language of text, and an increased willingness to read it themselves. Rereading emergent storybooks helps to increase receptive language skills, vocabulary inventory, concept knowledge, and understanding of language structures (syntax) in books, and a sense for how stories tend to go. Through this unit, you will bolster your children's sense for how stories go, as well as their literary language and expression. They will begin to think more deeply about story elements such as characters and plot. In this unit, you may decide to split reading workshop into two parts. One part to continue the work you've been doing with building stamina and one part for children to read emergent storybooks in a focused, concentrated way.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- Children will grow a deeper understanding of the story
- Children will develop a stronger sense of the language of text
- Bolster children's sense for how stories go, as well as their literary language and expression
- Introduction of story elements such as characters and plot

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do we read emergent stories?
- How can we make it sound like a story?
- What kind of talk can we have with our partners about emergent story books?
- How might a reader 'read' a storybook like a storyteller? (work on fluency and expression)

Enduring Understandings

What will students understand about the big ideas?

- Students will understand that...
- We read emergent storybooks with purpose and understanding.
 - Readers can retell their books while making it sound like a story.
 - Readers can talk with their partners about the connections that they have between their books.
 - We can read and story tell our texts in many different fun ways like a storyteller

| Areas of Focus: Proficiencies (National Core Standard Alignment) | Examples, Outcomes, Assessments |
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| Students will: | Instructional Focus: <u>Bend1: Readers Figure Out How to Read the Story</u> <ul style="list-style-type: none"> • Readers use the pictures in a book to remind them of what is going on in the story. We have read these emergent storybooks so many times together. Now it is time for you to read the books alone. The first thing to do is for you to read the book by looking at what is happening on each page and think about what is going on in the story. Then try to tell that part of the story in your own words. • Readers read in a way that sounds as if they are telling the story (cadence of text e.g. One fine day, a little bear...). We look at each page and try to read it like you are storytelling not just stating what is happening. • Readers look closely at the characters to see how they might be feeling or what they might be thinking from their body language and facial expressions. Then when we read that part of the story we can try to sound like we imagine the character would. • Readers put the pages together to read star books like one whole story. After you have read you book, reread your books a few times until they feel nice and smooth to you, as if you are telling the story all together without even having a book. • Readers use connecting words to retell the whole story. When we retell a story there are no pages to flip. Instead we can use connecting words to help show how the story is moving along (e.g. Next, and Then, then, after that, |
| Reading Standards for Literature Key Ideas and Details: <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text . 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. | |
| Craft and Structure: <ol style="list-style-type: none"> 1. Ask and answer questions about unknown words in a text. 2. Recognize common types of texts (e.g. storybooks, poems). 3. With prompting and support, name the author and illustrator of a story and define the role of each in telling stories. | |
| Integration of Knowledge and Ideas : <ol style="list-style-type: none"> 1. 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). 2. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | |
| Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 1. Actively engage in group reading with purpose and understanding. | |
| Foundational Skills Print Concepts <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by | |

specific sequences of letters.

c. Understand that words are separated by spaces in print.

d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.

b. Count, produce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.

d. Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. This does not include CVC ending with /l/, /r/, or /x/.

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.

b. Associate the long vowel and short with common spellings (graphemes) for the five major vowels.

c. Read common high-frequency words by sight (e.g., the, of, to, you, my, is, are, do, does).

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

1. Read emergent-reader texts with purpose and understanding.

etc...).

- Sometimes we get lost with where we are in our storytelling. If this happens, what you can do is go back two pages and retell those pages to help you when you look at the page you are stuck on and think about what comes next in the story after that part? You can use the illustration as a hint.
- **Reminder:** You may also be continuing reading in your individual books. Some possible minilessons:
- Readers shop for books and keep them in their own baggie/basket/container.
- Readers choose “Look Books” (books that they can’t yet read conventionally) from specially designated baskets, which go on the tabletops during reading workshop
- Readers use their fingers to help them follow print (solidify their control of concepts of print).
- Readers look closely at the cover and pictures to understand what is happening on each page and to build the story.

Bend II :Sounding Like a Story

- When we tell the story, we want to sound so beautiful by copying some of this book’s talk moves. Let’s think about what parts use beautiful language that we’ll want to remember to use when we tell the story.
- When we retell, we can think about the words that the author used to help us know time and order. As we turn the pages, we can use these words too.
- When readers get confused about parts in a story, they can reread and retell what’s happened so far to get them going with

their reading again.

- Readers sometimes use the exact words that the author used. You can try this by looking at the picture and naming what the characters are doing, and thinking. “ Are these the same words I heard when the story was read to me?”.
- Readers sometimes use the dialogue, body actions, and facial expressions of the characters when we tell the story.

Bend III: Readers Can Read Emergent Storybooks with a Partner- and Notice Connections Between Texts

- Readers can mark spots in their texts that they want to share and talk about with their partners

Possibilities for Talk:

- parts that give you a strong feeling
- parts that were confusing
- things that made you wonder
- pages that connect
- different books and different characters are alike and different
- Partners make plans to read books together and work out problems together .
- Readers put pages together not just to tell the story, but also to find parts of the books that are similar and different.
- Partners share which is their favorite star book and why. After today, we have all had a chance to practice reading all the star books. Today when you meet with your partner, tell them which one of the star books is your favorite and use your fingers to think of three reasons why it is your favorite.

Bend IV: Readers Can Invent Fun Things To Do With Stories We Know Really Well

- Readers can dramatize the story
 - pick a scene to act out and figure out the reason they chose it
 - Careful readers think about how the characters feel in their books and make their voices, facial expressions, and body gestures go along with the actions and feelings of the characters .
- Readers can use puppets to act out their stories instead of our own bodies. We still need to make sure to pay careful attention to thinking about how the character would sound based on what is happening in the story.
- We can read books like storytellers, using storytelling voices
 - read a story in a way that holds listeners attention (e.g. sound interesting and exciting).
 - Start like stories we know)e.g. One day, Once upon a time, A dark night...)
- Readers can use felt board stories to retell their books. When we use felt board stories, we need to know our stories very well. We tell our story in our own words including all the important parts. We use our voices for our characters to match what is happening in the story.

Sample Assessments:

- Conference notes
- Observational Checklists

- Concepts of Print
- Retell a story by looking at a book

Instructional Strategies:
Interdisciplinary Connections

Correlates to graphing in math

- In writing the students will be writing stories from their own lives. They can use these reading skills to help them develop their stories and illustrations.
- Graphing favorite Star books or favorite characters from star books.

Technology Integration

- Youtube video of Mrs. Wishy Washy readers theatre so the kids can see how it looks in another classroom.
- Login and access web-based program about a “Star Book” on the Elementary Connections Page.
- Create pod-casts of students retelling old favorite books.

Media Literacy Integration

- Using print media (books, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- Read multicultural versions of emergent story books ex. Spanish version of The Three Bears, Goodnight Moon, etc.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

- 21st Century Skills:
 Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication and Collaboration

Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):
Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

Professional Resources:

- Teacher's College Reading Curricular Calendar, Kindergarten, 2011-2012 Unit 2*
- Teacher's College Reading Curricular Calendar, Kindergarten, 2010-2011 Unit 2*

Mentor Texts:

Shared Reading:

- Brown Bear Brown Bear, Eric Carle
- Monster's Party
- The Monster Sandwich
- What's for Lunch?
- The Farm Concert
- Mrs. Wishy Washy
- Down by the Bay
- Nursery Rhymes
- Songs
- Poems

Emergent Texts Read Alouds:

- *Caps for Sale*
- *Corduroy*
- *The Tree Bears*
- *The Mitten*
- *Stellaluna*
- *The Hungry Caterpillar*
- *Carrot Seed*
- *Three Billy Goats Gruff*
- *Goodnight Moon*
- *Mike Mulligan and the Steam Shovel*

Unit Description: Readers Use Superpowers ~ Just-Right Books

This unit reinforces the reading practices that should now be 'habits' within your kindergarten class: sitting quietly with books, choosing lots of books at a time, and discussing books with partners. They should also be 'warming up' before reading by looking at the front and back of the books they select and doing picture walks. As your readers move forward, they'll want to start paying closer attention to the words they are reading (often by using their finger pointer to point to words as they read), as well as looking at the pictures for help making meaning. Using cues as readers will be worked on as strategies during this unit.

NOTE: In addition to planning for teaching within units of study, take some time at this point to revisit your plans for the other components of balanced literacy. Depending on what your students need- more time to develop oral language and early reading behaviors, or a more challenging set of strategies to figure out words- you'll want to make sure the components of balanced literacy address children's strengths and challenges. If you have a large number of children still not ready to read conventionally, you will want to offer them plenty of support during shared reading and small-group instruction.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- getting their minds ready to read just-right books
- thinking about the story as they read
- spotlighting print-based and comprehension-based strategies to help figure out what words say
- reading and talking with partners about texts

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How does a reader get their mind ready to read?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

| <ul style="list-style-type: none"> <input type="checkbox"/> Why and how should a reader think about the story as they read? <input type="checkbox"/> What are some strategies that readers use to help figure out unknown words? <input type="checkbox"/> How can readers discuss texts with their partners? | <ul style="list-style-type: none"> <input type="checkbox"/> they have different ways to get their minds prepared before reading <input type="checkbox"/> good readers think about the story or text as they read <input type="checkbox"/> there are different strategies that readers use to help them figure out unknown words <input type="checkbox"/> discussing books adds to enjoyment, fluency and comprehension of what is read |
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| Areas of Focus: Proficiencies (National Core Standard Alignment) | Examples, Outcomes, Assessments |
| <p>Reading Standards for Literature Key Ideas and Details:</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text . 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. | <p>Instructional Focus: <u>Bend1: Readers Teach Ourselves About a Book Before We Start to Read It and Then We Use What We Know As We Read</u></p> <ul style="list-style-type: none"> • When we read books, we need to remember to warm up by stretching our minds. We can do this by looking at the pictures and the title on the book and asking ourselves, “ What might this book be about?” and “What hints do the title and cover of the book give me about what might be inside?” . • Sometimes readers need a quick warm up like we talked about yesterday. But sometimes, we need a longer warm up. That’s when we look through the pictures in the book and say whats happening. As we go through all the pages, we think about what the book might be about. That helps us get ready to read new words. • When we read our books and we get to a new or tricky word, there are special reading muscles that we can use to help us figure out the word. • Using first letters in combinations with other sources of information. You get your mouth ready with the beginning sound and look at what is in this picture that might help me figure out this word? • Looking across the word, sliding down word. You get your |
| <p>Craft and Structure:</p> <ol style="list-style-type: none"> 1. Ask and answer questions about unknown words in a text. 2. Recognize common types of texts (e.g. storybooks, poems). 3. With prompting and support, name the author and illustrator of a story and define the role of each in telling stories. | |
| <p>Integration of Knowledge and Ideas :</p> <ol style="list-style-type: none"> 1. 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). 2. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | |
| <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 1. Actively engage in group reading with purpose and understanding. | |
| <p>Reading Standards for Informational Texts Key Ideas and Details:</p> | |

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of informational text.

Craft and Structure:

- 1, With prompting and support, ask and answer questions about unknown words in a text.
2. Identify the front cover, back cover, and title page of a book.
3. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in text.

Integration of Knowledge and Ideas:

1. With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).
2. With prompting and support, identify the reasons and author gives to support points in a text.
3. With prompting and support, identify basic similarities in and differences between two texts in the same topic (e.g. in illustrations, descriptions, or procedures).

Range of Reading Level of Text Complexity:

1. Actively engage in group reading activities with purpose and understanding.

Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.

mouth ready with the beginning sounds and then sound out each letter sound. Try to put them together nice and smooth and think about what word it sounds like. Then as yourself, “does that make sense?”.

- In class we have been covering some words and guessing them based on what would make sense. If we get to a word and the picture doesn’t seem to be giving us a great clue, we can think about what is happening in the story and ask ourselves, “what would make sense here?”.
- Sometimes we know some words that can help us with words we don’t know. When you see a part of a word that you know already, read that part and try and add the new sounds onto the word you know to help you figure out the word and then ask yourself, “ Does that sound right? Does that make sense to my story?”.
- When reading our books, there are some words that we just know, sight words. When we are trying to read, we can use these words as an anchor to make sure we are following along 1:1 with our fingers. As we touch each word and say it, we can ask ourselves, “ Am I touching the word I know when I am saying it?”.
- One other thing that makes our reading really great is paying attention to punctuation. At the end of sentences, through our shared reading we have noticed punctuation and together played with how it makes a sentence sound. When you are reading individually, make sure to notice which punctuation is at the ends of your sentences and change your voice to match.
- When we read books, readers make sure our reading makes sense. We know it makes sense if it fits with what has been happening on all of the pages and it also fits with the stuff on this page. We can remind ourselves to always do this work by thinking, ‘What makes sense?’

- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- 1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, produce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. This does not include CVC ending with /l/, /r/, or /x/.
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- 1. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long vowel and short with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- 1. Read emergent-reader texts with purpose and understanding.

- Readers work hard to make your reading ‘sound right.’ The words you are reading should sound the way a person would talk. If when you are reading, you notice that it does not sound right, go back and read it again, thinking, ‘Did I leave a word out? Did I say the right words?’ This will help you make it sound right.
- Tip: We can ask ourselves, “Does it sound like the way I would talk or does it sound like the way a story would go?”

Bend II: Readers Can be a Teacher For Our Partners (partners at same level)

- Readers, sometimes when we are reading by ourselves or even with a partner, we say a word that makes us go, ‘Huh? That doesn’t sound right!’ When that happens, we need to remind our partners or go back ourselves, reread the word and use the picture to make another guess. We think, ‘What word would match the picture?’
- Readers can teach each other to use the letters in a word to help each other read our books. When your partner is reading, check to make sure that the words look like the ones they read.
- Tip: You can also remind your partner to use the letters and say, “Make the first sound!” or “Check the letters to make sure it looks right.” or ‘Read it again!’ Reading partners are like our coaches. They cheer us on!
- They don’t sit and watch us have a hard time. No way! They remind us of strategies we can try. “Check the picture,” they say, and they point to the picture. “Get your mouth ready!” or “That’s a snap word!”
- Tip: Reading partners also act as coaches by alerting us when

something doesn't quite look right or sound right. They say, "Wait, read it again!" or "I think that says..." Partners don't wait; they jump in and coach. Partners are good helpers and thinkers. They think, "What's the way this book is going to go?" As your partner reads, you can be a good helper and think about what is going to happen next. Then as your partner turns the page and reads it, check to see if it is right. Then we say, "Yes, I was right!" or "Oh! I need to change what I thought was happening to something new!"

- ◦ Tip: If your partner is having a hard time making good guesses, give your partner a tip or a little clue to help them.

Bend III: Readers Reread

- We can share books with our friends. We do this by telling our friends about the book. We tell who the book is about, what is happening, and then we read the book together.
- Tip: Readers, we can also tell them about the funny parts that make us laugh, or the hard parts to read, or even about pictures that we loved.
- Readers, when you don't understand something that a friend is telling you about a book, you need to ask questions. If you aren't sure who the character is, you can ask, "Who is this book about?" Or if you aren't sure about what's happening, you can say, "I don't get it. Let's read it together and think about what's happening in this story?"
- Tip: Today, I want to teach you that we can learn about great books that we may want to read, from our friends. So after our friend finishes telling us all about the book, we can say to ourselves, "Now that I know all about this book, is this a book that I want to read?" Then I can read that book to my partner and maybe even put it in my baggie.

- Readers, we can remember all of the big parts of a story, when we are finished reading, we can say the story back to ourselves. Sometimes when we retell the story to ourselves we notice that we forgot parts. We can go back and read the story again and again, to make sure that we remember all of the big parts of the story.
- Tip: We can ask ourselves questions like, “What was happening with the characters? Where were they? What were they doing?”

Bend IV: Readers and Partners Reread and Practice Their Superpowers, Reading with Drama and Fluency to Bring Books to Life

- One way to support your partnership is to have your partner pay attention to the patterns in their books. Patterns help us read because if we pay attention to the pattern, we can guess what is going to happen next. Partners can help each other pay attention to patterns in their books by reading a page of the book together and then guessing what will come next.
- Partners find unique ways to read and reread together. When we read together we may clap and chant, use gestures, and change our voices.
- Partners can help each other figure out their books. Partners can be each others teacher saying things like, “Let’s use the picture and look at all the parts of it.” Or “Let’s point to the words we know!” or “Let’s reread to remember how this part goes.” Or “let’s try something else to help us.”

Sample Assessments:

- Running records
- Conferring notes
- Observation checklists

- Sight word assessment

**Instructional Strategies:
Interdisciplinary Connections**

Correlates to Community Unit in Social Studies

- Transferring print strategies into their writing; labeling with beginning sounds, using sight words, a letter/mark written for every word.
- Look for words in the school community. Create a picture dictionary of words found.

Technology Integration

- Create a KidPix slide telling about a book you've read in picture format, using labels if possible.

Media Literacy Integration

- Using print media (books, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- Read aloud stories from other cultures
Abuela's Weave by O. Castaneda
Emeka's Gift: An African Counting Story by Ifeoma Onyefulu
Tikki Tikki Tembo by Blair Lenn

21st Century Skills:

Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and

Professional Resources:

- Teacher’s College Reading Curricular Calendar, Kindergarten, 2011-2012 Unit 5*

Mentor Texts:

- Books to help encourage print strategies (ex. Game- guess the covered word); Level A, B, C books
- Little Cloud
- It looked like Split Milk
- The Cooking Pot

Unit Description: Becoming a Class of Reading Teachers

In this unit students will be working with new found independence. This month, most- if not all- of your students will be moving from rereading class shared reading and interactive writing texts, to reading fresh new books on their own. As they hold these new books in their hands, they will need to draw on all of the strategies they’ve learned up to now to help them read with accuracy. Since students will need to carry forward reading strategies that they worked on in the previous unit, it makes sense to uphold the metaphor of using superpowers. Small group work and conferences will provide important opportunities to introduce new texts to children and get them started reading more and more “just right” books independently. Reading books for the first time, on their own, applying strategies and working through difficulty is indeed the work of super readers.

Note: In this unit, the structure of reading workshop will shift back to a typical workshop structure.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- Students can become the kind of reader who can teach themselves and other about how to read
- Increased “just right” reading independence
- Students will use strategies and work through difficulties with independence and with partners

Essential Questions

What provocative questions will foster inquiry, understanding,

Enduring Understandings

What will students understand about the big ideas?

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| <i>and transfer of learning?</i> | |
| <ul style="list-style-type: none"> <input type="checkbox"/> How can I use strategies to read lots of books by myself and with my partner? <input type="checkbox"/> How can my partner and I help each other use everything we know about reading the pictures and the words <input type="checkbox"/> How can my partner and I use our talk to help us think about our books, and to ask and answer questions about them | <p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> They can use all the strategies, or superpowers, they have learned so far all the time, even without you their to remind them <input type="checkbox"/> They can help others use their superpowers to read successfully through reading together, acting parts out, and playing reading games <input type="checkbox"/> Partners can read and retell their books, helping each other to read with expression and to retell in ways that show their understanding and attention to detail |
| Areas of Focus: Proficiencies (National Core Standard Alignment) | Examples, Outcomes, Assessments |
| Students will: | Instructional Focus: |
| <p>Reading Standards for Literature Key Ideas and Details: 1. With prompting and support, ask and answer questions about key details in a text . 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.</p> | <p><u>Bend I: Super Readers Give Reading Their All (Drawing on Lots of Strategies)!</u></p> <ul style="list-style-type: none"> ▪ Readers look at a new year filled with lots of challenges! This year you are going to read new and more difficult books, and you will read them on your own, even on your first read! • When you have a problem in your reading, instead of calling out, ‘Help me, help me!’ you’ll use all of your superpowers to get you through the hard part. One way you can do this is to use the picture and the letters in a book to figure out tricky words. • Readers can make a plan before they read. They can make a plan to read over strategies in between reading each book or review list of high frequency words as a warm up before reading , or plan to reread a book three times to read more smoothly and confidently. Note: Making a plan can support children in their efforts to read accurately and independently for longer periods of time. • Readers reread a page or sentence after they do some hard work. We figure out our word and then go back and reread |
| <p>Craft and Structure: 1. Ask and answer questions about unknown words in a text. 2. Recognize common types of texts (e.g. storybooks, poems). 3. With prompting and support, name the author and illustrator of a story and define the role of each in telling stories.</p> | |
| <p>Integration of Knowledge and Ideas : 1. 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). 2. With prompting and support, compare and contrast the adventures</p> | |

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| <p>and experiences of characters in familiar stories.</p> | <p>putting it all together and hear the whole page smoothly. Note: This checks for meaning and fluency before moving on in the book.</p> |
| <p>Range of Reading and Level of Text Complexity</p> <p>2. Actively engage in group reading with purpose and understanding.</p> | <ul style="list-style-type: none"> Note: Confer and analyze student data and running records to inform which strategies your students need to inform your teaching of other mini lessons here. |
| <p>Reading Standards for Informational Texts</p> <p>Key Ideas and Details:</p> <ol style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. With prompting and support, identify the main topic and retell key details of a text. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of informational text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> With prompting and support, ask and answer questions about unknown words in a text. Identify the front cover, back cover, and title page of a book. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in text. <p>Integration of Knowledge and Ideas:</p> <ol style="list-style-type: none"> With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). With prompting and support, identify the reasons and author gives to support points in a text. With prompting and support, identify basic similarities in and differences between two texts in the same topic (e.g. in illustrations, descriptions, or procedures). <p>Range of Reading Level of Text Complexity:</p> <ol style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding. <p>Foundational Skills</p> <p>Print Concepts</p> | <p><u>Bend II: Super Readers Help Each Other</u></p> <ul style="list-style-type: none"> Note: same level partnerships Readers and superheros work together to figure out difficult parts of our books. One way we can work together as partners is to teach each other how to solve tricky words. You can sit beside your partner as you both read and then, when your partner gets stuck on a tricky word, you can pick a strategy from our class chart to try together. If one strategy doesn't help us figure out the tricky part, try another one until the reading makes sense. Readers can read over our tricky word chart together to get our minds ready to work together and help our partners. Note: teach students to develop self-extending systems within partnerships; give students tools to keep their strategies close (ex. Bookmarks or strategy cards) You can be a helpful reading partner by holding your partner's goal in your hand as she reads. That way, the goal will influence how you help your partner read. Readers know that books sometimes have a pattern. A new hint to teach our partner is that in patterned books, the tricky words or the changing words are usually revealed in the picture! If your partner gets stuck on the changing word in a pattern book, be sure to check the picture. Partners ask each other questions about the books they are reading. They do this to help each other understand their books better. During partner time they ask things like. "What is your book about?" or "What happens in your book?" or "Who is in your book and what do they do?" |

1. Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, produce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. This does not include CVC ending with /l/, /r/, or /x/.
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long vowel and short with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

1. Read emergent-reader texts with purpose and understanding.

Bend III: Super Readers Retell and Talk About Their Adventures

- Readers don't just read stories, they also retell. After we read, we can retell saying who was there and what happened step-by-step. We can do this by looking across the pages and retelling across our hand using each finger for a new part of the book, saying words like 'first', 'then', 'next', 'after', and 'finally'.
- Partners try hard to get each other excited about their books. They do this by holding up the book to show the pages, pointing to them and talking with an excited voice.
- The pictures in your books can set you up to have great conversations with your partners. Partners can help each other be careful observers of the pictures in their books, noticing all the details they haven't seen before.
- Note: Remind children to continue talk about favorite parts, funny parts, to retell, ask questions, and wonder about books together.
- When readers read books that teach them about a topic, they can retell by pointing to each page and saying the main topic and facts that fit. "This book is all about..." or "This book is mostly about..." or "All the pages fit with..."

Sample Assessments:

- TCRWP *Building a Reading Life* rubric
- Running Records

Instructional Strategies:

Interdisciplinary Connections

Correlates to Community Unit in Social Studies

- Transferring print strategies into their writing; labeling with beginning sounds, using sight words, a letter/mark written for every word.
- Look for words in the school community. Create a picture

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| | <p>dictionary of words found.</p> <p>Technology Integration</p> <ul style="list-style-type: none"> • Create a KidPix slide telling about a book you've read in picture format, using labels if possible. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Using print media (books, newspapers, magazines) to practice reading and comprehension skills. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Read aloud stories from other cultures <i>Abuela's Weave</i> by O. Castaneda <i>Emeka's Gift: An African Counting Story</i> by Ifeoma Onyefulu <i>Tikki Tikki Tembo</i> by Blair Lent |
| <p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p> | <p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p> |

Professional Resources:

- TCRWP *Building a Reading Life* rubric
- Assessment Based Prompts www.readingandwritingproject.com

Mentor Texts:

- On the Seashore by Jo Windsor
- It is Raining by John Pettitt
- I Am Busy by Jan Pritchett
-

Unit Description: Learning About Ourselves and Our World ~ Reading for Information

In this unit, students will understand how nonfiction books help use learn about the world. We want the students to become self-directed learners by teaching them to think and speak in ways that help them make sense of their experiences, using particular words to talk about specific activities or places and modeling thinking as we look at new information. They will look at texts and their features to learn all about topics. However, most kindergarten students at this point will be reading more list type books (levels A-D) that are neither fiction or nonfiction. So it will be important to emphasize the importance of learning from your books. This will mean teaching children to think about what their books are about and then reading closely, looking for new ideas, information, and vocabulary on every page. We invite you to make big what may seem ordinary and help your students marvel at all they can learn from the books in their hands.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- To help our students to discover more about the world through informational books
- Developing strategies to read all the parts of information texts with understanding
- Talking with others about what we are learning

| <p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p> |
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| <ul style="list-style-type: none"> <input type="checkbox"/> What are strategies that readers can use to examine and understand nonfiction texts? <input type="checkbox"/> How can I learn from all the parts of a book as I read? <input type="checkbox"/> How might partners talk with a partner to teach? <input type="checkbox"/> How can I take what I learn from one book and add it to what I learn from another book about the same topic? | <p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers have special strategies to help them understand information books. <input type="checkbox"/> Readers can get lots of information from all over the pages including text features. <input type="checkbox"/> Partners talk with each other to share and to teach what they have learned. <input type="checkbox"/> Readers can learn more information about a topic by reading more than one book on the topic and thinking about how they teach the same or different information. |
| <p style="text-align: center;">Areas of Focus: Proficiencies (National Core Standard Alignment)</p> | <p style="text-align: center;">Examples, Outcomes, Assessments</p> |
| <p>Students will:</p> | <p>Instructional Focus:</p> <p><u>Bend1: Readers will work hard to Learn information and monitor for meaning</u></p> <ul style="list-style-type: none"> • Books can help us to go to new places and learn new things, like a trip we may take. Just like a visit to an actual place, we can learn new words and facts on our reading trips. We do this when we look closely and study the pictures and the imagine the sounds and actions we might hear and see if we could be inside the photographs. These books are filled with read information. Another possible lesson: Have students find the differences between fiction (stories) and nonfiction books (informational texts). • Readers get our brains ready to read. We use the title to help figure out the main topic of the book, “ What does the title say that might help me think about what the book, or the trip, and what it is about?”. • We can look at the images on the front and back covers of a |
| <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 1. Actively engage in group reading with purpose and understanding. | |
| <p>Reading Standards for Informational Texts</p> <p>Key Ideas and Details:</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of informational text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> 1, With prompting and support, ask and answer questions about unknown words in a text. 2. Identify the front cover, back cover, and title page of a book. 3. Name the author and illustrator of a text and define the role of each in | |

presenting the ideas or information in text.

Integration of Knowledge and Ideas:

1. With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).
2. With prompting and support, identify the reasons and author gives to support points in a text.
3. With prompting and support, identify basic similarities in and differences between two texts in the same topic (e.g. in illustrations, descriptions, or procedures).

Range of Reading Level of Text Complexity:

1. Actively engage in group reading activities with purpose and understanding.

Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
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book to help us think about the book's main idea, "How do the pictures help me think about what this book, or trip, may be about?" "Does there seem to be a pattern?"

- Readers can also think about they already know about a topic to help them get ready to read. We can ask ourselves, "What do I already know about this topic already?" or "This reminds me of...This is just like....I've seen this before...."
- Readers study their nonfiction pictures very closely to help them get ready to read and learn about the topic. We put our fingers on the photographs of each page and point to an important action of object that dominates the picture. Then we ask ourselves, "What's going on here?"
- When we get to a word that we don't know, We can look at the picture on the page, but if that doesn't help us we can think about the title and what we already know about the topic to help us figure out the tricky word. We can also use the pattern in the book. Teacher model.
- Readers can anticipate the next pages in our books. This will help us to not only read the words on the page but to also think about what is the same between one page and another, and about what this book is teaching.
- The wise nonfiction reader knows how to check to see that what they are reading makes sense, sounds right and looks right, especially when the pattern changes. We need to stop after reading a few pages, and identify the main topic and retell key details of text, or what you have learned while reading. You can use your fingers to help you retell and hold onto things you have learned.
- When we are finished our book we still have work to do to make sure we understand and remember what the book was about. We can do this by rereading the title and saying back across your fingers some of the new facts you learned. We can get together with our reading partners and point to the pages where we learned these new facts.

Bend II: Nonfiction Readers see More than the Text on Each Page

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.

b. Associate the long vowel and short with common spellings (graphemes) for the five major vowels.

c. Read common high-frequency words by sight (e.g., the, of, to, you, my, is, are, do, does).

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

1. Read emergent-reader texts with purpose and understanding.

- Readers have strategies to help them solve and understand words that we may not know. When we come to a word we do not know or may have never heard, we stop and ask ourselves, “What might this word mean? Are there any clues in the pictures? In the words on other pages?” . We then try and answer the questions.

- We can look closely at the pictures in our book and take a guess at what an unknown word means. We can also search a picture and find which parts of it teach the words and which parts teach other things (ex. Labeling parts of a flower).

- Having thoughts about books is work that readers do again and again. Partnerships can work together to help read and understand our books. Partners can study the pictures in their books pointing and labeling parts, commenting of what they see and saying how parts in the picture go together. Partners can also read a page and then talk about how the picture on the page helped you to add onto information you gathered from the text on that page. “ The words say _____. I also see _____ in the picture and it makes me think _____.

- Good readers notice the features of non fiction text and use them to learn more. In nonfiction there are sometimes features that are different that we need to look at closely and add that information into our growing thoughts about the topics we are reading. (The next few days teachers can teach into the features; labeling, diagrams, captions, zooms ins, fun facts, table of contents, and glossary).

Bend III: Readers Share What They are Reading with Partners

- Readers teach their partner about their topic by taking the roles of “teacher” and ”student”. After reading and holding our information across our fingers, we can get with our partners and share the information that we have learned. Use your finger

organizer to guide you.

- Good partners ask specific questions when they are confused. Partners can go back to the books to help them understand a confusing part.
- Partners can use their books to share favorite or most interesting parts of their books telling each other why they picked these parts.

Bend IV: Readers Can Read More Than One Book about a Topic to Learn More

- When readers are learning about something, they read EVERYTHING they can about that topic. They try to find lots of books about it and then they read and read and read trying to say everything they learned from all the books!
- One thing readers do to help them learn from their books is to think “What is the same in these books, and what is different?”
Note: Same and different game with partner
- Sometimes the teaching that is done through the pictures is different from the teaching that is done through the text. We look at our pages and say, “this picture teaches me _____, but/and the words on this page say _____.”
- Readers use the patterns in their books to look for information and ideas that go together. After reading books, a reader asks, “What did the author want me to learn in these books?”. Let's look at what is the same and different on each page.

Sample Assessments:

- Running records
- Conferencing notes
- Observation checklists
- Sight word assessment

Instructional Strategies:

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| | <p>Interdisciplinary Connections <i>Correlates to Adopt a tree and 5 senses unit in science and communities in social studies</i></p> <ul style="list-style-type: none"> • Examine fiction and non-fiction stories about trees and seasons, the five senses, and communities <p>Technology Integration</p> <ul style="list-style-type: none"> • Create a class slideshow using digital photos about the topics we love to read about. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Using print media (books, newspapers, magazines) to practice reading and comprehension skills. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Read aloud stories from other cultures <i>Abuela's Weave</i> by O. Castaneda <i>Emeka's Gift: An African Counting Story</i> by Ifeoma Onyefulu <i>Tikki Tikki Tembo</i> by Blair Lent |
| <p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p> | <p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy</p> |

Professional Resources:

- Teacher's College Reading Curricular Calendar, Kindergarten, 2011-2012 Unit 6*

Mentor Texts:

- Leveled Nonfiction Texts

Unit Description: Readers Are Resourceful~ Tackling Tricky Words: Word Solving, Comprehension, Fluency

In this unit, we will continue to help children to control the particular print strategies they need in order to read texts at their just right level. To teach children more strategies for word-solving, cross checking, self-correcting, and meaning making, and to model for them the resilience of careful readers. We hope most students at this point are reading C and D level books. These higher level texts require that readers cross check more readily and fix up their mistakes quickly, in order to hold onto the greater meaning of the text.

Reading

Big Ideas: *Course Objectives / Content Statement(s)*

- To continue to help children to control the particular print strategies they need in order to read texts at their just right level.
- To teach children more strategies for word-solving, cross checking, self-correcting, and meaning making, and to model for them the resilience of careful readers.

| <p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p> |
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| <ul style="list-style-type: none"> <input type="checkbox"/> How can readers think about the story and about how books sounds to help them figure out words? <input type="checkbox"/> What can readers do when they reach a tricky part in their reading? <input type="checkbox"/> How can readers reread their books many times to make reading sound better and to help them understand more about the books? <input type="checkbox"/> How can readers help each other at tricky parts? | <p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers can think about the story and how books sound to help them figure out tricky parts. <input type="checkbox"/> Readers react when they reach a tricky part in their reading. <input type="checkbox"/> Readers reread to help their reading sound better and to help them understand books more. <input type="checkbox"/> Partners can help each other solve tricky parts in our books. |
| <p style="text-align: center;">Areas of Focus: Proficiencies (National Core Standard Alignment)</p> | <p style="text-align: center;">Examples, Outcomes, Assessments</p> |
| <p>Students will:</p> <p>Reading Standards for Literature</p> <p>Key Ideas and Details:</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text . 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. <p>Craft and Structure:</p> <ol style="list-style-type: none"> 1. Ask and answer questions about unknown words in a text. 2. Recognize common types of texts (e.g. storybooks, poems). | <p>Instructional Focus:</p> <p><u>Bend I: Readers can think about the story and how books sound to help them figure out tricky parts.</u></p> <ul style="list-style-type: none"> • Readers think about the whole book- the cover, the pictures, and what the books is mostly about- to help them read more challenging books. Readers can think, “ What would make sense?” and then look at the tricky words. • When you get to a word you don’t know, you can think about what you know about the topic of the book to help you figure out the word. • When readers come to a tricky word, they ask themselves, “What would make sense?” Then they carefully check the pictures, think about what the books is mostly about and what they already know to help them answer this question. |

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| <p>3. With prompting and support, name the author and illustrator of a story and define the role of each in telling stories.</p> | <ul style="list-style-type: none"> • When readers read they always make sure the words they say sound right. As they try a word they listen carefully and ask, “Does this sound how a book would sound?” If its doesn’t they reread and try other words until it sounds right. |
| <p>Integration of Knowledge and Ideas :</p> <ol style="list-style-type: none"> 1. 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). 2. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | <p><u>Bend II: Readers Notice When There is A Tricky Part and We Take Action</u></p> <ul style="list-style-type: none"> • • Readers always react when we read a part that does not make sense. We search the pictures on a page and across the book. We check the word to make sure what we are reading matches the words and letters on the page. Then we think about what is happening and what strategy we can use to help us check the word. We ask ourselves, “What strategy can I use now to help me check the word?” |
| <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 1. Actively engage in group reading with purpose and understanding. | <ul style="list-style-type: none"> • Strong readers don’t give up when we run across something difficult. We take action! We say to ourselves, “Which strategy can I use to help me figure out this hard part?” One strategy we can use is to look at the picture. Today I want to teach you that when we read, we can’t just look at the picture like this (glance); instead, readers scan the whole picture and think, “What’s happening here?” or “What’s this about?” Then we think about how everything in the picture goes together to tell what’s happening in the story and how we can use that to help us figure out the hard part. |
| <p>Reading Standards for Informational Texts</p> <p>Key Ideas and Details:</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of informational text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> 1, With prompting and support, ask and answer questions about unknown words in a text. 2. Identify the front cover, back cover, and title page of a book. 3. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in text. <p>Integration of Knowledge and Ideas:</p> <ol style="list-style-type: none"> 1. With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts). 2. With prompting and support, identify the reasons and author gives to support points in a text. 3. With prompting and support, identify basic similarities in and differences between two texts in the same topic (e.g. in illustrations, descriptions, or procedures). | <ul style="list-style-type: none"> • When we come to word that is tricky, we don’t just stop. We are brave and take action. We remember the words we just read and look at the pictures. We ask ourselves, ‘What is happening in this part of the story?’ Then we go back and reread, getting ready to say the first part of the tricky word and thinking, “What would make sense here?” • Tip: When readers get ready to read a tricky word in a book, we look at the picture and also think about what the characters may be saying to each other. Then we use that to help them with the tricky words on the page. • Tip: When readers get ready to read a tricky word in a book, we |

Range of Reading Level of Text Complexity:

1. Actively engage in group reading activities with purpose and understanding.

Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, produce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. This does not include CVC ending with /l/, /r/, or /x/.
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words.

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

think about what's happening in the story. Then we make a guess and we search the first and last letters of the tricky word to see if it looks like the word we are saying and makes sense in the story.

- Sometimes our books are tricky and we lose track as to what is going on in our stories. Readers can always think about how we sound as we read by asking ourselves, "What are the words in this book saying?" Does this book have a pattern? Does this part sound like people talking? Is someone telling this part of the story? We can reread a few pages thinking about what is happening.
- Readers make sure the words we are saying match the letters/word in the book. We check the beginning of the word, the ending of the word. We know that if we read words that do not match the letters of the words in the book, we may change the information the author has in the book.
- Readers think about what is happening in the story to make sure that we stay on track with the words on the page so we do not get confused. As we read, we look across the whole page first checking the picture, making sure what we have read makes sense with what is happening in the picture. Then we read the words on the page, making sure the words we are reading match the author's words, and what we are reading makes sense. We ask ourselves, "Do these words fit with what's happening in the story?"
- Readers work hard to figure out words. We don't give up after one try. One thing that I want to teach you is, if one strategy doesn't work, try another one! Readers are flexible and try different strategies if the first one doesn't work.

Fluency

1. Read emergent-reader texts with purpose and understanding.

Bend III: Readers Reread with Purpose; Readers reread to make their reading sound great and study more!

- Readers reread! You read your books a few times over trying out different things. You can read through your book the first time trying to get the tricky words right, you can reread a second time trying to make your voice sound smooth, and you can reread a third time looking for places that are fun and interesting that you want to share. You can even reread a fourth time paying closer attention to character.
- Careful readers reread with a plan. They reread to figure out confusing parts, or reread to make the book sound smooth, or they reread to pay closer attention to characters.
- While readers reread their books, they can make sure their voice matches exactly how the character might sound. To do this, remember to think about what's happening in the story and how the character feels.
- Sometimes when we reread we notice that there is a part we always have strong feeling or meaning from. When we reread we can stop and think about why this part is meaningful.

- When we notice that the words we just read don't make sense or don't connect with what came before, we stop and say, "Wait! This does not go with what I just read. What's happening?" Then we say, "Oh, I can go back to where the book made sense and reread those pages. That will give me a better idea of what the words say on this page where it didn't make sense."
- Tip: When readers reread, we look at the pictures and say what is happening in the story. Then we turn to the next page and read using the pictures and the words and ask ourselves "What's happening on this page?" Then we think, "How does what's happening on this page go with the pages I just read?". Finally we put the ideas together. We keep rereading until the pages are going together and making sense. Then we read on.

- Readers pay close attention to the words in the book and what is happening. Sometimes readers lose track of what they are reading or their reading just doesn't sound right. Another thing that you can do is reread the sentence or page that you are on and think about how the words we are saying sound. We ask ourselves, "Does this sound like the words that would be in this book?" Then we check the word to be sure we aren't adding in our own words and changing the story.
- Tip: When readers are confused, we can go back to the beginning or the part they last remember what was happening. We quickly retell what we remember and then reread carefully checking in with ourselves, "Wait, what does that mean? What is happening here?" We use the pictures and the story to help us work through the hard parts. Then we can read on thinking about how all the pages go together.
- When readers are confused, we can go back to the beginning of the sentence. We think about what is happening. We get a running start and look at the first part of the word and think what would make sense?
- When readers finish a book we don't just say, "I'm done!" We often go back through the pages and find all of the words that gave us trouble—the words that we worked so hard to figure out. Then we practice rereading and remembering each word. Finally, we reread the book again, this time trying to make it sound perfect!
- When readers finish a book we don't just say, "I'm done!" We remember what the whole book is about and retell the important parts to ourselves. Then we reread to make sure that we did not leave anything important out!

Bend IV: Partners Help Each Other When There Are Tricky

Word and/or Parts

- Partners help each other when one of us gets stuck on a tricky part. When one partner is stuck, the other partner becomes a helper. S/He doesn't tell the word; s/he coaches the stuck partner like a teacher! S/He uses prompts such as, "Try something.", "Look at the picture.", "Think about what is happening in the story.", "Go back and reread up to the tricky word.", "Think about where the tricky word is in the sentence, and think about what kind of word it might be.", "Look at the word." The helping partner gives the stuck partner the energy to continue.
- Partners, listen to each other read and think alongside each other. We try to catch each other's mistakes! When something doesn't seem quite right, we remind each other to "Check it," "Fix it," or "Try that again."
- Partners help each other when we listen to each other read and notice that something our partner tried did not work. We often help our partners to look more closely at words. We might say, "Read this again." and then point under the first part of the word. Or we might say, "Cover the last part with your thumb and get a running start. Think about what would make sense?"
- Tip: help your partners to look and say the parts of the word. You might get them started. As soon as they figure it out remind your partner to reread and smooth it out!
- Partners listen to each other and think together. When you finish a book together, don't say, "I'm done!" Remember partners retell the story to each other to make sure we both understand what is happening in the book. If you or your partner forget a part, go back and reread to find the missing part. If one partner doesn't agree with something the other partner said in a retelling, we go back together and reread to fix our retelling.

Sample Assessments:

- Running records
- Conferring notes
- Observation checklists
- Word study assessment
- Listen to a rhyming text, change that text by choosing other rhyming words, and read the new version
- Compose one or two simple sentences in response to a picture
- Draw three pictures that illustrate beginning, middle, end of a story
- Retell a story by looking at a book

Instructional Strategies:

Interdisciplinary Connections

Correlates to Community Unit in Social Studies

- Look for words in the school community. Create a picture dictionary of words found.

Technology Integration

- Reference the Elementary Connections Page for “word game” websites

Media Literacy Integration

- Using print media (books, newspapers, magazines) to practice reading and comprehension skills.

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| | <p>Global Perspectives</p> <ul style="list-style-type: none"> • Read aloud stories from other cultures <i>Abuela's Weave</i> by O. Castaneda <i>Emeka's Gift: An African Counting Story</i> by Ifeoma Onyefulu <i>Tikki Tikki Tembo</i> by Blair Lent |
| <p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p> | <p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy |

Professional Resources:

- Teacher's College Reading Curricular Calendar, Kindergarten, 2011-2012 Unit 7*
- Teacher's College Reading Curricular Calendar, Kindergarten, 2010-2011 Unit 6 & 7*

Mentor Texts:

- Big books with simple patterns, repetitive texts, and some sight words.
- Shared poems, songs, and interactive writing that the kids know really well.
- I Went Walking
- Brown Bear Brown Bear, Eric Carle
- Monster's Party
- The Monster Sandwich
- What's for Lunch?
- The Farm Concert

- Mrs. Wishy Washy
- Mrs. Wishy Washy's Day
- Down by the Bay
- Nursery Rhymes

Unit Description: Characters

This unit uses children's natural inclination towards imitation and role-playing by inviting them to do this same sort of pretending with their characters. It focuses on comprehension skills such as inferring, activating prior knowledge, and synthesizing deeper understandings of characters by making connections and empathizing with a characters situations, experiences, and relationships. Children will be using their books to help them figure out how to act like the characters in those books. And, in the process of acting out their books, by being the characters in those books, your readers will also come to know the characters (and perhaps themselves) better. Remember that even in low-level books, with what appears to be very undeveloped characters, children could learn to use illustrations, what's happening in the story and any relevant background knowledge to help them know their characters better. Teachers will want to gather their character books into various baskets and use shared reading and your read-aloud to scaffold this reading work.

Reading

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| <p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop comprehension skills such as inferring, activating prior knowledge, and synthesizing deeper understandings of characters <input type="checkbox"/> Students will make connections and empathizing with a characters situations, experiences, and relationships <input type="checkbox"/> Children will have a sense of three story elements; character, setting, and story events and how these elements can help readers understand characters more deeply | |
| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p>Enduring Understandings <i>What will students understand about the big ideas?</i></p> |
| <ul style="list-style-type: none"> <input type="checkbox"/> How do readers get to know the characters in their book? <input type="checkbox"/> How can readers get to know their characters so that they may pretend to be them? <input type="checkbox"/> How can readers perform books in book clubs? <input type="checkbox"/> How can I read and reread my books to get ready to share t hem with an audience? | <p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers have strategies to get to know their characters really well. <input type="checkbox"/> Readers get to know their characters so well that they can pretend to be them. <input type="checkbox"/> Readers can work together in book clubs to perform their books. <input type="checkbox"/> Readers reread their books to make the characters and stories come to life. |
| <p>Areas of Focus: Proficiencies (National Core Standard Alignment)</p> | <p>Examples, Outcomes, Assessments</p> |
| <p>Students will:</p> <p>Reading Standards for Literature Key Ideas and Details:</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text . 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. | <p>Instructional Focus: <u>Bend1: Readers Have Strategies for Getting to Know a Character</u></p> <ul style="list-style-type: none"> • Readers revisit book walks to help us get to know our stories really well. This will help us get to know our characters really well. We can pick up our book and look at the cover and title to get ready to read. Then you can look closely at each picture and look for different characters. We can ask ourselves, “ Does the title tell me anything about the character?”. • Readers learn to name and identify their characters. After we look closely at the book pictures, we can try and find important characters. We can do this by asking ourselves, “ Is there a |
| <p>Craft and Structure:</p> <ol style="list-style-type: none"> 1. Ask and answer questions about unknown words in a text. | |

2. Recognize common types of texts (e.g. storybooks, poems).
 3. With prompting and support, name the author and illustrator of a story and define the role of each in telling stories.

Integration of Knowledge and Ideas :
 1. 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).
 2. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity
 1. Actively engage in group reading with purpose and understanding.

Reading Standards for Informational Texts
Key Ideas and Details:
 1. With prompting and support, ask and answer questions about key details in a text.
 2. With prompting and support, identify the main topic and retell key details of a text.
 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of informational text.

Craft and Structure:
 1, With prompting and support, ask and answer questions about unknown words in a text.
 2. Identify the front cover, back cover, and title page of a book.
 3. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in text.

Integration of Knowledge and Ideas:
 1. With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).
 2. With prompting and support, identify the reasons and author gives to support points in a text.
 3. With prompting and support, identify basic similarities in and

character or a few characters that may be showing up on almost every page?”. Then we know these are the characters in the story that are important.

- When you are taking your book walk, readers think about where the story is taking place. Look closely at the pictures and see if there are any hints about where the book is. Then you can ask yourself of the setting helps you to understand the character better.
- When you are taking your book walk looking at the pictures, readers pay close attention to the facial expressions, body language, and gestures to help you get to know how your character may be feeling. While you are reading your book, make sure to be including these details in your storytelling. You may state the feeling and then why the character is feeling that way. You may also say what you think the character may be thinking. You can add a post it speech bubble to help you hold your thoughts.
- Readers also pay close attention to ending of the book to help learn about our characters. Since we know that books often have a twist at the end, you can ask yourself, “ How might the character feel now?” or “ what might the character be thinking now?”.
- Readers have to think about how all the things we are learning about our characters go together from the cover, title, and book walk. After we have finished our book walks, we can tell our partners all that we have learned about our character and what happened to our character. We can ask ourselves, “ Did my character change at all during the story? How did he/she change?”.

Bend II: Readers Can Work with Partners to Pretend We Are Characters in Our Books

- Readers use what they have learned about their characters to pretend to be the characters in mini plays. You and your partner will pick characters in a book and as you read the book, think about how the character is feeling and match your voice and body gestures to the feeling as you read, pay special attention to any changes that may be happening.

differences between two texts in the same topic (e.g. in illustrations, descriptions, or procedures).

Range of Reading Level of Text Complexity:

1. Actively engage in group reading activities with purpose and understanding.

Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, produce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words). This does not include CVC ending with /l/, /r/, or /x/.
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long vowel and short with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, my, is, are, do, does).

- Often, characters are not talking the whole book. The non talking parts are read by a narrator. When you come to a non talking part in your book, the narrator can also use what is happening in the story to the character and use expressive voices and dramatic gestures to read their parts.
- Similarly, if there is only narration is the words and no character voices, you will use the pictures to help you imagine what the character might say on each page. You can use post its to help you remember what you think the character might be saying.

Bend III: Readers Perform Books in Reading Clubs to Become Experts About Characters and Stories

- Sometimes in reading we can get into reading clubs and try some reading work about characters. Today you will be placed in a reading club about a character for you to read, study, and get to know really well.
- The big secret to becoming a character expert is to know the story of the character really well. To do this, you will read your books, reread the books a few times. Reread to make the book sound smooth.
- Readers study the pictures to make sure you have discovered all that there is to know and really study what your character says and does and try some of it out so that you can make the character your own.
- When trying to act and sound like your characters, you may need to try a few ways. In partnerships, you will try out a few ways and then decide on a particular way that best matches the clues the text provides. Look at what's is happening and the characters facial expressions and gestures to help you make this decision.
- To show how well we really know our characters, we can make our mini performances longer. You can think about your character at the end of the book and imagine what might happen next based on what you know about your character. Talk with your partners about why your guess is a good one, showing spots in the book to support your thoughts, and try out a few added

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

1. Read emergent-reader texts with purpose and understanding.

parts together.

Bend IV: Giving the Gift of Reading

- Readers can give the gift of reading! You can think about the people you love and which stories they would love to hear from you. You can decide what you will perform, how you will perform it and who will be your audience.
- Note: Children are in book clubs but they each create their own “gift performance”
- Readers have to make decisions about their final performance such as which text you will perform? Once you have chosen that, will you perform the exact words from the text or perform and interpretation?
- Today we will revisit our books in our clubs and try and perform it in different ways getting feedback.
- Readers rehearse and then think about what they want to work on so their performance is even better next time. Some examples are; sounding more like your character, using more gestures and expressions, speaking loudly, rereading to memorize some parts.

Bend V: Celebration

- Perform to class, other classes, parents, etc. This can be done in a class celebration or students can bring the “gift performance” home

Sample Assessments:

- Running records
- Conferring notes
- Observation checklists
- Word study assessment
- Listen to a rhyming text, change that text by choosing other rhyming words, and read the new version
- Compose one or two simple sentences in response to a picture
- Retell a story by looking at a book

Instructional Strategies:

Interdisciplinary Connections

Correlates to Community Unit in Social Studies

- Study the characters in your school, home, or town community. Find out who they are, and what they like to do.

Technology Integration

- Create a class slideshow using digital photos about the topics we love to read about.

Media Literacy Integration

- Using print media (books, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- Read aloud stories from other cultures
Abuela's Weave by O. Castaneda
Emeka's Gift: An African Counting Story by Ifeoma Onyefulu
Tikki Tikki Tembo by Blair Lent

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Professional Resources:

- Teacher's College Reading Curricular Calendar, Kindergarten, 2011-2012 Unit 8*
- Teacher's College Reading Curricular Calendar, Kindergarten, 2010-2011 Unit 8*

Mentor Texts:

- Frog and Toad
- Franklin Series
- McDuff Series
- Harry Series
- Max Series
- Puppy Mudge
- Biscuit series
- Mrs. Wishy Washy
- Worm (Candlewick Press)
- Piggie and Elephant
- Huggles
- Mittens
- Brand New Readers (Candlewick Press)
- PM Reading by Rigby

Unit Description: Nonfiction in Content Areas- Science

This unit is a continuation/extension of the March unit on nonfiction books using the science and writing units together. Here the students will be reading to learn and teach others on about a specific topic they chose. They will learn how to compare and contrast information across books as well

as synthesize information from different texts to become experts on their topics. Since the class will be studying ants, your students will be looking at ants as well as other nonfiction topics that you have groups of books about. You can also bring back books that support the other science units you have taught to support independent work (balls and ramps, our five senses, chicks, trees).

| Reading | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading nonfiction to learn about topics of interest <input type="checkbox"/> Readers read noticing and collecting new information <input type="checkbox"/> Readers make connections between books looking for bigger ideas and understandings <input type="checkbox"/> Talking-to-teach with a partner | |
| Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> | Enduring Understandings <i>What will students understand about the big ideas?</i> |
| <ul style="list-style-type: none"> <input type="checkbox"/> How can I use what I already know to help gather information from a nonfiction book? <input type="checkbox"/> How can I continue to collect new information reading the same and/or different books about a topic? <input type="checkbox"/> How does a reader gather information about a topic in order to generate 'bigger' ideas and understandings? <input type="checkbox"/> How might partners talk with a partner to teach them about a topic? | <p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers gather information from nonfiction books using words, features, and pictures <input type="checkbox"/> Readers collect new information about a topic by examining various books on that topic <input type="checkbox"/> Readers make connections between books on a topic while looking for bigger ideas and understandings. <input type="checkbox"/> Readers can teach a partner or a group about a topic they have learned. |
| Areas of Focus: Proficiencies (National Core Standard Alignment) | Examples, Outcomes, Assessments |
| Students will: | Instructional Focus: |
| Range of Reading and Level of Text Complexity | <u>Bend1: Readers have strategies to read nonfiction texts with</u> |

1. Actively engage in group reading with purpose and understanding.

understanding

Reading Standards for Informational Texts

Key Ideas and Details:

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of informational text.

Craft and Structure:

- 1, With prompting and support, ask and answer questions about unknown words in a text.
2. Identify the front cover, back cover, and title page of a book.
3. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in text.

Integration of Knowledge and Ideas:

1. With prompting and support, describe the relationship between illustrations and text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).
2. With prompting and support, identify the reasons and author gives to support points in a text.
3. With prompting and support, identify basic similarities in and differences between two texts in the same topic (e.g. in illustrations, descriptions, or procedures).

Range of Reading Level of Text Complexity:

1. Actively engage in group reading activities with purpose and understanding.

Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

- As we revisit nonfiction reading, we know that readers have special ways to read nonfiction books (bring out old chart listing these skills).
 - Looking at cover to start thinking about topic
 - Thinking about what you might already know about a topic.
 - Look closely at pictures to learn more about a topic.
 - Look closely at text features and use them to learn more.
 - Use fingers as organizer for holding onto information.

Bend II: Readers read nonfiction to learn about topics of interest

- Readers sometimes pick a topic of interest to study and learn as much as they can to become an expert at the topic. In your table bins, you will get to pick a group of books about a topic of your choice. When choosing your books, ask yourself, “ Which topic do I really want to become an expert at?”. Pick those books and start reading and learning!
- Readers reread their books many times each time picking up new information from the text, the features, or the pictures. After you read a book, reread the book at least two more times each time taking your time to look at all there is on the page, while also reading the words easier each time. This will help you remember and understand the information.
- Readers self assess, self monitor and use fix up strategies , When you get to a part that you doesn't make sense, you can say, “oops

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- 1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, produce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. This does not include CVC ending with /l/, /r/, or /x/.
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 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- 1. Read emergent-reader texts with purpose and understanding.

let me try that again and reread, running start....”.

- Readers look for bigger ideas by looking at more than one text side by side and asking yourself,” These two books are making me think...”.

Bend III:Nonfiction Readers can Read More Than One Book About a Topic and Compare and Contrast

- Readers /Partners can find books about the same topics and look at what might be the same or different. You can play a game “Same or Different” where each partner takes a book about the same topic. Then flipping page by page, and search for facts and images that are the same and different across the books. You can then reread lines and even whole parts to each other as you talk about the information you have learned.
- Readers make sure to learn from the pictures and the text of their books. We do this by reading the words and also studying the pictures. We can then say,” This picture teaches me _____, but/and the words on the page teach me_____.”
- Partners can use the patterns in their books to look for similar information or ideas that are in their books. We can read our books in similar topics with our partners and then ask each other, “what is the same or different across the patterns of our books?”
- Sometimes, readers read more than one book on a topic themselves and have to put all the information from the two books together. We can do this by laying your two books side by side and then ask ourselves,” What did I learn about the topic from this one and what did I learn about the topic from this one?” You can use your fingers to help you tell what you have learned in each book. Afterwards, you can meet with a partner and share all the new information you have gathered across books.

Bend IV: Readers talk-to-teach with a partner

- Readers teach their partner about their topic by taking the roles of “teacher” and “student” telling each other what they have learned.
- Readers orally rehearse what they learned by using their hand as a portable graphic organizer holding up a new finger for every new thing they want to teach their partner.
- Readers know that sometimes there are important words that they have learned about their topic and may want to tell the partner before sharing.
- Readers who are the “students” listen for confusing things and learn to say, “That second finger was when you said...it doesn’t make sense to me.”
- Readers go back to the books to help them understand a confusing part better
- Celebration: Readers can teach a group of students about their topic, taking the role of teacher.
- The students could also write a book dedication recommending their topic and books to another student who may be interested in the topic.

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- Compose one or to simple sentences in response to a picture

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Retell facts by looking at a book <p>Instructional Strategies: Interdisciplinary Connections <i>Correlates to the 5 senses unit in science and community in social studies.</i></p> <ul style="list-style-type: none"> • Create a media collage all about the human body, the five senses, or communities <p>Technology Integration</p> <ul style="list-style-type: none"> • Create a class slideshow using digital photos about the topics we love to read about. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Using print media (books, newspapers, magazines) to practice reading and comprehension skills. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Read aloud stories from other cultures <i>Abuela's Weave</i> by O. Castaneda <i>Emeka's Gift: An African Counting Story</i> by Ifeoma Onyefulu <i>Tikki Tikki Tembo</i> by Blair Lent |
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Professional Resources:

- ☐ *Teacher's College Reading Curricular Calendar, Kindergarten, 2011-2012 Unit 9*
- ☐ *Teacher's College Reading Curricular Calendar, Kindergarten, 2010-2011 Unit 9*

Mentor Texts:

☐ Collections of non fiction leveled texts; Ants, 5 Senses, Trees, Chicks, etc.