## Kindergarten ELA – Reading Curriculum

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**Curriculum Revision Tracking**

Spring, 2017

- Standards in each unit have been re-coded to align with the Missouri Learning Standards.
Unit 1: We Are Readers

**Subject:** Reading  
**Grade:** Kindergarten  
**Name of Unit:** We Are Readers  
**Length of Unit:** Approximately 5 weeks, Mid-August - Mid September

**Overview of Unit:**  
Readers will learn the structures and procedures of reader’s workshop. Students will begin reading from table book tubs and learn how to share, reread, and discuss books that they have read independently and with a partner.

**In Topic 1 (Bend One) Launching Workshop by Readers Reading the World**  
In this bend students focus on the behaviors and structure of reader’s workshop. Students will be encouraged to develop a love of reading through reading books to help them learn about the world. Students will focus on building stamina and rereading utilizing the two ways to read a book.

**In Topic 2 (Bend Two) Reading with a Partner**  
In this bend students will be introduced to what partner reading looks like. They will share what they learned from their books (from independent reading) with their partners.

**Getting Ready for the Unit:**
- Create table tubs with a variety of books that will captivate young readers (alphabet books, picture books, high interest nonfiction, and some leveled texts).
- During this unit, you will want to discuss stamina with your students. You may want to graph the class’s independent reading stamina each day. Discuss with students that their goal is to have at least 20 minutes of independent reading daily to help them become stronger readers. (Engaging Experience # 4) You may choose utilize the stamina smartboard document that can be found on Schoology.
- The following anchor charts to support this unit’s work can be found in this Unit and on Schoology:
  1. We are Readers  
  2. EEKK!
- Possible texts for table tubs:  
  - Eric Carle Books  
  - David Shannon Books (Good Boy Fergus, Alice the Fairy)  
  - Laura Numeroff (If you give a Moose a Muffin, etc.)  
  - Jack Keats (Snowy Day)  
  - Where the Wild Things Are by Maurice Sendak  
  - Kevin Henkes books  
  - You will want to include an even balance of a variety of nonfiction texts.
- *The Daily 5: Fostering Literacy independence in the Elementary Grades* by Gail Boushey and Joan Moser  
  - The pages that are referenced throughout Engaging Experiences can be found on Schoology on Coaches Corner in the Daily 5 folder.
• You may want to reference the Early Literacy Behaviors Checklist on pg. 175-177 in the Fountas and Pinnell Assessment Forms book to gauge where students are with print concepts.

Pre-Assessment (given prior to starting the unit):
• Not applicable for Unit 1

Read aloud considerations:
• Select books from the table tubs to read aloud to help students become familiar with the texts they will be reading.
• During Read Aloud, you will want to address the following standards:
  • K.SL.3.A.c: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media.
  • K.R.1.A.d: Ask and respond to questions about texts read aloud.
  • K.L.1.A.e: Use question words in sentences.
  • K.R.2.A.e: Name author and illustrator of a story and describe how each is telling the story.
  • K.R.1.A.a: Predict what might happen next in a text based on the cover, title, and illustrations.

Shared Reading Considerations:
• Brown Bear, Brown Bear
• The Very Hungry Caterpillar
• During Shared Reading, you will want to focus on the following standards:
  • K.RF.1.A: Develop print awareness in the reading process.
  • K.RF.3.A: Develop phonics in the reading process.

Essential Questions:
1. How can I read books “as best I can” both by myself and with friends?

Enduring Understanding/Big Ideas:
1. I can identify basic features of print.
2. I can participate in conversations about books.
3. I can demonstrate the habits of a good reader.

Priority Standards for unit:
• K.RF.1.A.c: Demonstrate that books are read left to right, top to bottom.
• K.RF.1.A.d: Demonstrate that written words are made up of different letters.
• K.RF.1.A.e: Know that a sentence is comprised of a group of words separated by spaces.
• K.RF.1.A.f: Demonstrate one-to-one correspondence between spoken words and written words.

Supporting Standards for unit:
• K.R.3.A.d: Identify the meaning of environmental print.
• K.SL.1.A: Speak clearly using conventions of language when presenting individually or with a group.
• K.R.2.A.e: Name author and illustrator of a story and describe how each is telling the story.
• K.SL.4.A.a: Describe personal experiences using a prop, picture or other visual aid.

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<th>Unwrapped (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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<tr>
<td>K.RF.1.A</td>
<td>develop print awareness in the reading process</td>
<td>demonstrate</td>
<td>remember</td>
<td>1</td>
</tr>
<tr>
<td>K.SL.1.A</td>
<td>develop and apply effective listening skills and strategies in formal and informal settings</td>
<td>participate</td>
<td>remember</td>
<td>1</td>
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Unit Vocabulary:

<table>
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<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
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<tbody>
<tr>
<td>reread</td>
<td>author, illustrator, title, front cover, back cover, pages</td>
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**Topic 1: Launching Workshop by Readers Reading the World**

**Engaging Experience 1**

**Teaching Point:** *Today I want to teach you that* kindergarten readers read the world. A reader is someone that walks through the world on the lookout for things to read.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

Priority: N/A

**Detailed Description/Instructions:**

- **One way to do this** is to point out words around the classroom (i.e. colors, student names, bulletin board titles, etc.). Explain to students that they should always be on the lookout for things to read.

- **Another way to do this** is to take a walk around the school looking for words. (i.e.: restrooms, exit signs, bulletin boards, posters, teacher names)

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1
**Engaging Experience 2**

**Teaching Point:** *Today I want to teach you that* you do not have to walk up and down the halls to read and learn about the world. You can sit anywhere, open up a book, and presto! You start to learn cool things about the world!

**Suggested Length of Time:** 3 minilessons

**Standards Addressed**

- **Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is by explaining the process of Reader’s Workshop to students. Let students know that each day you will teach them a short mini-lesson to help them become great readers. Then, they will have time to read books to practice their new reading skills. After reading they will close out the workshop with a share time.

- **Another way to do this** is by introducing students to the table tubs. Explain that there will be book tubs with a variety of texts to work from at each table. Some books will teach information, while others will tell a story. Tell students that they will spend time each day reading from book tubs. Remind students that books don’t just tell stories; they also teach readers to learn about the world. Demonstrate how to read a book to learn about the world, beginning with the cover. Model how to pose questions and correct your reading behaviors as you go. Observe what individual students can do and take note of students’ current reading habits.

  - Anchor chart: We Are Readers:
    1. We can look
    2. We can think
    3. We can read
    4. We can learn

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

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**Engaging Experience 3**

**Teaching Point:** *Today I want to teach you* how to care for the books in our classroom.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

- **Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is by discussing with students that books are very fragile, so it is very important to take care of them. Demonstrate how to take books out of tubs or baskets and how to put them back in. Model for students how to turn pages carefully. Students will practice these skills while reading from book tubs. Encourage students who demonstrate proper book handling.

- **Another way to do this** is by reading a text that focuses on respecting books (i.e.: Forest Friends). Discuss that sometimes books are damaged on accident, and model procedures of what to do if this occurs. (i.e.: book hospital)

**Bloom’s Levels:** Apply
Engaging Experience 4
Teaching Point: *Today I want to teach you that* readers build stamina by organizing their reading.

Suggested Length of Time: 2 minilessons

Standards Addressed
Priority: N/A

Detailed Description/Instructions:
- **One way to do this is by** explaining to students that they should be able to maintain their focus during reading time. The goal is to slowly build stamina by increasing the amount of time that students are able to read independently each day.
- **Another way to do this is by** telling students that readers put piles of books beside them, and read the first one, then the next, then the next, until they have read the whole pile. They then re-stack their books and read them all over again!

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 5
Teaching Point: *Today I want to teach you that* everyone is a reader because there are many ways that a book can be read.

Suggested Length of Time: 2 minilessons

Standards Addressed
Priority: K.RF.1.A

Detailed Description/Instructions:
- **One way to do this is by** creating an anchor chart focusing on Two Ways to Read a Book.
  - Anchor chart: Two Ways to Read a Book:
    1) Read using the pictures.
    2) Read using the pictures and words.

  You may want to spend one session focusing on reading the pictures and one session focusing on reading the pictures and the words.

  “*Reading* is an interaction with a text during which the reader uses a variety of resources within the text (i.e. words, pictures, graphic elements, etc.) and within themselves (schema, skills, strategies) to make meaning.”
  *Kathy Collins and Matt Glover - Expansive Definition of Reading, 2015*

- **Another way to do this** is to model the two ways that readers can read a book through shared reading. Once students have observed the two ways to read a book have them practice these skills while reading independently from the book tubs.
  *The Daily 5: Fostering Literacy Independence in the Elementary Grades* by Gail Boushey and Joan Moser focuses on this idea on page 47.

Bloom’s Levels: apply
Webb’s DOK: 1
Engaging Experience 6
Teaching Point: Today I want to teach you that good readers do not just whip through books really fast, hardly paying attention to what is on the page. Readers read books cover to cover and use their fingers to find all of the things to look at on a page.
Suggested Length of Time: 2 minilessons
Standards Addressed
  Priority: K.RF.1.A
Detailed Description/Instructions:
  • One way to do this is to encourage students to think about how they explore texts. Show students how to use their fingers to help them find things to look at on a page. Explain that your finger can trace over all of the parts of the picture, and as your finger moves, you say what you see.
  • Another way to do this is to demonstrate how you study the cover of a “learn about the world” book and use the picture to try to figure out the title. Show students how you move from reading the cover to reading the title page and first pages, revising your thinking as you go. Continue reading to the last page to show how important it is to finish reading your book. Encourage students to read their books by building from the beginning, page by page, to the end.
Bloom’s Levels: Remember
Webb’s DOK: 1

Engaging Experience 7
Teaching Point: Today I want to teach you that readers do not just whip through a book, then toss it to the side and say, “I’m done!” No way! Readers (like writers) have a saying: “When you’re done, you’ve just begun!” When readers finish a book, they think, “Let me try that again”, and then they reread the book. Reread means to read again.
Suggested Length of Time: 1 minilesson
Standards Addressed
  Priority: K.RF.1.A
Detailed Description/Instructions:
  • One way to do this is to remind students how they read all of the parts of their books yesterday from cover to cover. Demonstrate for students two different kinds of reading: fast, one time through reading AND rereading. Demonstrate what it looks like when you reread a page, saying what you learned the first time, and trying to see new information that you may have missed on your first read. Point out that you would have missed information if you had not reread.
Bloom’s Levels: Remember
Webb’s DOK: 1

Topic 2: Reading with a Partner

Engaging Experience 8
Teaching Point: Today I want to teach you that readers have a way to read together.
Suggested Length of Time: 3 minilessons
Standards Addressed
Priority: K.SL.1.A

Detailed Description/Instructions:

- **One way to do this** is to demonstrate how two readers sit side by side (EEKK) with a book between them. Model how partners take turns talking and use a quiet voice.

- **Anchor Chart:** EEKK!

  Elbow to elbow, knee to knee.
  I’ll read to you and you’ll read to me.
  Elbow to elbow, knee to knee.
  Book in the middle so we both can see!

  - **Another way to do this** is to model how partners look together, page by page, saying what they see (or read) in a book and talk about the book together.

  - Reference *The Daily 5: Fostering Literacy Independence in the Elementary Grades* by Gail Boushey and Joan Moser see pg. 59-67 (Read to Someone and Listen to Reading) and pg. 112-113 (Read to Someone Launching Chart).

- **Another way to do this** is to encourage students to practice with a partner. Call students to the front to model the correct and incorrect way to partner read.

Bloom’s Levels: apply
Webb’s DOK: 1

**Engaging Experience 9**

**Teaching Point:** *Today I want to teach you that* partners can work together to read a book and share observations with one another

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**
Priority: K.SL.1.A

**Detailed Description/Instructions:**

- **One way to do this** is by demonstrating reading a book with a partner. Model how you take turns reading each page of the same book. Model how to be a respectful partner and how to help your partner when they come to a tricky part of the story.

- **Another way to do this** is by encouraging students to show their partner what they have learned. They can get together with their partners and say “Look at what I noticed!” or “Listen to what I learned!” Encourage them to find places in their books that they wanted to share and share those items with their partner. Encourage students to sit eye to eye, knee to knee when speaking to a partner.

Bloom’s Levels: apply
Webb’s DOK: 1
Engaging Scenario

Invite a buddy class or neighboring classroom to come and watch the students demonstrate the Reader’s Workshop model. Have students choose their favorite book from the book tub to share with their buddy. Encourage students to share what they have learned from books just like they had shared with their partner.
Unit 2: Readers Read, Think, and Talk about Emergent Story Books and Familiar Shared Texts

Subject: Reading  
Grade: Kindergarten  
Name of Unit: Readers Read, Think, and Talk about Emergent Story Books and Familiar Shared Texts  
Length of Unit: Approximately 6 weeks, Mid-September - October

Overview of Unit:
Readers will focus on retelling emergent story books that they are familiar with. They will work with a partner to share, retell, and discuss characters and main events in their stories.

In Topic 1 (Bend One): Telling the Story across the Pages
- This bend focuses especially on helping emergent readers connect the story across the pages, saying as much as you can for each page. Also, you’ll emphasize to them each day as they go off to read that they are practicing not only today’s strategy, but also yesterday’s and the previous day’s so that their knowledge of what readers do accumulates over time.

In Topic 2 (Bend Two): Sounding Like a Story
- This bend focuses on having students move closer to echoing lines of exact language of the text. Students will continue to have time to read and talk about their familiar emergent storybooks.

In Topic 3 (Bend Three): Inventing Fun Things to do with Books We Know Really Well
- In this bend students learn to have beginner conversations about emergent storybooks with reading partners, while inventing creative ways to interact with books and one another. You will teach students that they can invent many different ways to read and reread their books.

In Topic 4 (Bend Four): Unfamiliar and Informational Books
- In this bend students will read unfamiliar books and informational books. Most of the texts that students encounter will be unfamiliar to them. You will provide support for students so they become enthusiastic about turning pages of unfamiliar texts wherever they find them, and so they feel empowered to make meaning in any book they’re holding.

Getting Ready for the Unit:
- By the time you reach this unit you will have read aloud two to three emergent storybook titles per week, rereading them many times and then placing them in baskets at the tables so that children can have access to them during reading workshop.  
Suggested text: Caps for Sale, Harry the Dirty Dog, Bunny Cakes, Corduroy. Mike Mulligan and His Steam Shovel, and The Three Billy Goats Gruff
- In this unit, you will want students to have a variety of material to help them sustain 20-30 minutes of reading:
  - Emergent Storybooks
  - Shared Reading Texts
  - Interactive Writing texts
  - leveled Texts A/B (or any level your students are ready for)
• Introduce personal book baggies for the children who can read level A/B or above. They will need somewhere around 10 books to start with in the week, to help sustain their reading. Reference “The Language Levels of Beginning Readers” found on Schoology.

• In this unit you will move students to more formalized partnerships that provide opportunities for children to practice speaking and listening skills. Those of your readers who are reading conventionally will need to be placed in matched-level partnerships so that they can share books, read together, and even swap books. From this point forward students should be reading independently and in partnerships every day.

• Since the mini-lessons in this unit emphasize emergent storybooks, you will want to have emergent storybook reading immediately following the minilesson. Then, to extend the amount of time students are spending with books, you can switch over to the same mixed baskets of books from the first unit. You might send students off to their reading spots to practice 10-15 minutes of emergent storybook reading on their own (back-to-back with partners), followed by 5 minutes of emergent storybook reading with a partner (side-to-side with partners), followed by 10 more minutes of reading from the same table-top bins of books that you had out in the first unit (back-to-back one last time).

• The following anchor charts to support this unit’s work can be found in this unit and on Schoology:

1. What Can I Share
2. Thinking Stems for Partner Talk
3. We are Storybook Readers (This chart can built throughout the unit by adding the post-it notes as they taught in EEs)

-Anchor Chart: **We are Storybook Readers:**
  We look at the pictures, remember, read!
  We make the words and the pictures match.
  We talk like the characters.
  We use words to join the pages together.
  We read more and more exact words.
  We find, point to, and read some of the words.

**Pre-Assessment (given prior to starting the unit):**
You will want to choose an emergent storybook, like the Three Billy Goats Gruff and ask students to “Describe the characters in the story. What are they like, how do they behave and feel in the story and why?” Then let students draw and tell or draw, write and tell you about what they have made. Be sure to prompt and support your students. You will want to hear from every student and record what they say. Then do the same prompt at the end of the unit of study.

**Read aloud considerations:**
• Some read-alouds will be emergent storybooks, but you’ll also read aloud silly stories, rhyming books, pattern books, nonfiction, and books to support your content areas. Some stories are perfect as interactive read-alouds to read just once or twice, and discuss with students. Books like *Lilly’s Purple Plastic Purse, No David!, The Kissing Hand, and Knuffle Bunny* are perfect for reading aloud and having whole class conversations, but are not exactly what we have in mind for emergent
storybooks. Emergent storybooks should contain rich storytelling language that often differs from the language most children use in everyday speech.

- During Read Aloud, you will want to address the following standards:
  - K.SL.3.A.c: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media.
  - K.R.1.A.d: Ask and respond to questions about texts read aloud.
  - K.R.2.A.e: Name author and illustrator of a story and describe how each is telling the story.
  - K.SL.3.A.c. Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media.

Shared Reading Considerations:
- Harry the Dirty Dog by Gene Zion
- During Shared Reading, you will want to focus on the following standards:
  - K.SL.3.A.c: Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media.
  - K.R.1.A.d: Ask and respond to questions about texts read aloud.
  - K.R.2.A.e: Name author and illustrator of a story and describe how each is telling the story.
  - K.SL.3.A.c. Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media.

**Essential Questions:**
1. How can I come back to books that people have read to me over and over and read those same books in ways that make the stories come out?

**Enduring Understanding/Big Ideas:**
1. I can study one page and say the part of the story that goes on that page, and then do that on the next page, the next, the next, so I am almost reading the book.
2. I can ask and answer questions about key details and request clarification if something is not understood.
3. I can read talk and retell familiar stories including key details with my partner.

**Priority Standards for unit:**
- K.R.1.A.c: Retelling main ideas or important facts from a read aloud or familiar story.
- K.R.2.A.a: Identify elements of a story, including setting, character, and key events.
- K.SL.3.A.c. Confirm comprehension by retelling information and asking appropriate questions based on read-alouds or other media.
Supporting Standards for unit:

- K.R.2.A.g: Ask and answer questions about unknown words in text.
- K.R.1.D.a: Read independently for sustained periods of time by engaging with text as developmentally appropriate.
- K.SL.1.A.b: Continue a conversation through multiple exchanges.
- K.SL.4.A.a: Describe personal experiences using a prop, picture or other visual aid.

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<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<td>K.R.1.A.c</td>
<td>retell main ideas or important facts from a read aloud or familiar story</td>
<td>recall</td>
<td>remember</td>
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<tr>
<td>K.R.2.A.a</td>
<td>identify elements of a story, including setting, character, and key events</td>
<td>identify</td>
<td>understand</td>
<td>1</td>
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<tr>
<td>K.SL.3.A.c</td>
<td>confirm comprehension by retelling information and asking appropriate questions based on read alouds or other media</td>
<td>confirm</td>
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<td>setting</td>
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<td>problem</td>
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<td>solution</td>
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Engaging Experience 1

Teaching Point: Today I want to teach you that readers use books to tell a story. You can use the picture to think about who is in the story and what is happening on each page.

Suggested Length of Time: 2 minilessons
Standards Addressed
Priority: K.R.1.A.c

Detailed Description/Instructions:
- **One way to do this** is to quickly model for students how the story can be read using the picture as a source of information. You could return to *Harry the Dirty Dog*, opening up to a single page to demonstrate how the picture helps tell the story. You might turn to the page where Harry is playing tag with the other dog and voice over, “Watch how I use this picture to help me tell the story.” Then, touching the other dogs in the scene say, “The dogs are chasing each other. Harry is playing tag with them. He’s getting really dirty.”

- **Another way to do this** is to give students a chance to practice along with you. Turn the page and prompt, “What is happening now? Use the picture! Who do you see? What are they doing?” Coach students in partnerships to zoom in on Harry and use a story voice to narrate his actions. Remind them once more of this strategy, encouraging them to practice this work whenever they read. “So remember, whenever you read your books, use the picture to help you to tell it like a story!”

Bloom’s Levels: remember
Webb’s DOK: 1

**Engaging Experience 2**

**Teaching Point:** *Today I want to teach you that* when readers read stories, they really try to make those stories sound like the author wrote them. They can do this by looking at the pictures and trying to say as much as they can about them.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**
Priority: K.R.1.A.c

**Detailed Description/Instructions:**
- **One way to do this** is to encourage students to read familiar books again and again. Show students how to make each read sound more and more like the author wrote it. Model how to look carefully at the cover and point under the words in the title and read them, look carefully at the whole picture, and then tell the story to match that picture.

- **Another way to do this** is to encourage students to try to say more on each page. Just like they do in Writer’s Workshop, they can search the pictures and think about the story to help them generate more language. Remember what the characters were doing and saying and thinking on that page.

Bloom’s Levels: remember
Webb’s DOK: 1

**Engaging Experience 3 (Make it look like 14)**

**Teaching Point:** *Today I want to teach you that* readers notice the trouble in stories, and then they pay attention to how that trouble gets solved. The pictures can help you do this work.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**
Priority: K.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to teach your students how you break the book into three parts, beginning and middle and end to help you make sure you tell all of the story. Teach your students how to make sure that they are telling the trouble and telling the solution in their story. To do this, model how you recognize the problem in a story, by just searching the pictures.

- **Another way to do this** is to have students search for the pictures that represent the trouble and think about the solution to help them generate more language. Remind students that often when you get to the trouble in a story you find yourself saying, “Uh-oh!”, and then you pay really close attention to how the trouble gets solved. During partner reading students can share the “uh-oh!” moment from their stories and talk about how the trouble gets solved.

Bloom’s Levels: understand  
Webb’s DOK: 1

### Engaging Experience 4

**Teaching Point:** *Today I want to teach you that* readers use special connecting words to join storybook pages together.  
**Suggested Length of Time:** 1 minilesson  
**Standards Addressed**

- Priority: K.R.1.A.c, K.R.2.A.a

**Detailed Description/Instructions:**

- **One way to do this** is to shine a spotlight on the way books talk during your read aloud.  
You will want to read and reread and point out language. You might say, “Let’s try to copy some of this book’s talk moves when we tell the story!” Show students the kinds of language worth paying attention to. Teach your kindergarteners to notice words that indicate time and order in their stories. They could then try to use those words as they turn the page of their books.

Bloom’s Levels: understand  
Webb’s DOK: 1

### Engaging Experience 5

**Teaching Point:** *Today I want to teach you that* readers can make labels for the pictures in the books they read. The labels help them know which words are important for telling the story. Readers can label things such as feelings, what something looks like, and what things are happening.  
**Suggested Length of Time:** 2 minilessons  
**Standards Addressed**

- Priority: K.R.2.A.a, K.SL.3.A.c

**Detailed Description/Instructions:**

- **One way to do this** is to share with students that just as they’ve been creating labels during writing workshop, they can create labels during reading workshop as well. As
students are working on labels, you can listen to and observe children as they attempt to write words. Encourage the child to say the word very slowly, listening for all the sounds. Encourage children to create labels with more than one word.

- **Another way to do this** is to steer children toward a balance of rereading their books and making little labels. This will help them study the page further, notice more details, and work on some early foundational skills. Teach students that they can label other things such as feelings, what something looks like, and what things are happening. This helps students make sense of what is going on in their stories and helps them notice more details on the page.

**Bloom’s Levels:** Remember  
**Webb’s DOK:** 1

**Engaging Experience 6**  
**Teaching Point:** *Today I want to teach you that* readers try to read stories using the exact words that the author has chosen.  
**Suggested Length of Time:** 3 minilessons  
**Standards Addressed**  
  Priority: K.R.1.A.c, K.R.2.A.a  
**Detailed Description/Instructions:**  
- **One way to do this** is to have your students look at the picture and name what the characters are doing, thinking to yourself, “Are these the same words I heard when the story was read to me?” Demonstrate how you can try to use the exact action words and the exact descriptive words of the book. You will want to point out how authors choose just the right word to say what their character is doing and just the right word to describe something.  
- **Another way to do this** is to teach how readers can match their storytelling to the print on the page to read just like grown-ups. Model how to point along under words as you tell the story. Explain to students that when they come to a part that they know word for word they can point to the words to match what they are saying, then they are really reading!  
- **Another way to do this is to** teach students how they can share with their reading partners, the words, phrases, whole pages, or even whole books that they are able to “really read” by pointing under the words to match what they are saying.  

**Bloom’s Levels:** Remember  
**Webb’s DOK:** 1

**Engaging Experience 7**  
**Teaching Point:** *Today I want to teach you that* readers can use time words to help connect one page to another to create a cohesive reading.  
**Suggested Length of Time:** 2 minilessons  
**Standards Addressed**  
  Priority: K.R.1.A.c  
**Detailed Description/Instructions:**  
- **One way to do this** is to continue to support the students in elaborating more and sharing their thinking about the texts. Model time words (In the morning, afternoon, evening, the next day). Reference Reading A to Z books like Bats Day and Night.
Another way to do this is to support the child in reading with more expression and prosody because the students know the story so well.

Bloom’s Levels: Remember
Webb’s DOK: 1

**Engaging Experience 8**

**Teaching Point:** *Today I want to teach you that* when you read familiar stories you can really push yourself to think about what the characters are saying and how they are feeling.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**
- Priority: K.SL.3.A.c

**Detailed Description/Instructions:**
- **One way to do this** is to suggest that students might talk about parts that give them a strong feeling or about pages that connect, or about how different books and different characters can be alike and different. You should expect that your students will be able to carry on conversations through multiple exchanges and ask and answer questions about their books. The goal is that students have possibilities for talk and then provide them independence (and support) as they decide in their partnerships, exactly what they want to talk about on any given day.

Bloom’s Levels: Remember
Webb’s DOK: 1

**Engaging Experience 9**

**Teaching Point:** *Today I want to teach you that* when you are reading your favorite storybooks you can make the story sound really great by noticing the characters’ dialogue putting in the exact *words* the characters say. The exact words make the characters come to life. Those characters come right into our reading workshop.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**
- Priority: K.SL.3.A.c

**Detailed Description/Instructions:**
- **One way to do this** is to demonstrate how readers don’t just summarize what the characters say - they use the exact dialogue. Teach students how to use the exact words characters say. Model how you can touch the character on the page and make him talk. Have students practice touching the character and making him talk during independent and partner reading.

Bloom’s Levels: Remember
Webb’s DOK: 1

**Engaging Experience 10**

**Teaching Point:** *Today I want to teach you that* readers can point to and read some words in their old favorites. Students make the connection between students reading the words of their own stories and reading the words in their old favorite storybooks.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**
- Priority: K.R.1.A.c
**Detailed Description/Instructions:**

- **One way to do this** is to demonstrate how you read the title of a book, pointing to each word you read. Encourage students to help you find and read those familiar words in the first several pages of an old favorite (Harry the Dirty Dog, Caps for Sale, and Snowy Day), using the first letters. Coach readers to notice the first letters in the words they just read. Then, invite them to read the first page in the book with you, first reading it like a story and then reading some words. Send students off to read, and remind them that, now that they know their books by heart, they can begin to read some of the words.

- **Bloom’s Levels:** Remember

**Bloom’s**

**Webb’s DOK:** 1

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**Engaging Experience 11**  
**Teaching Point:** *Today I want to teach you that* when readers are reading by themselves they will often have thoughts like, “Oh, this is cool” or “Huh? I don’t get this?” These are exactly the things that readers share with a partner.

**Suggested Length of Time:** 3 minilessons

**Standards Addressed**

Priority: K.SL.3.A.c

**Detailed Description/Instructions:**

- **Another way to do this** is to create a “What Can I Share” anchor chart. The chart can include some of the thoughts that students may have while reading. Model how students can share these thoughts with their reading partner.

- **Another way to do this** is to introduce Post-it notes at this time. You’ll show them how to leave blank Post-its on pages to remind them what parts they want to discuss with their partners. Remind them that when you notice something that you want to share, put a sticky note on the page to save it for partner time.

**Anchor Chart:** What Can I Share

*Add your students thoughts

**Bloom’s Levels:** Understand

**Bloom’s DOK:** 1

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**Engaging Experience 12**

**Teaching Point:** Today I want to teach you that when people love stories they spend a lot of time with them. One way you can spend more time with the stories is to talk about the ideas you’re having with your partner.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

Detailed Description/Instructions:

- **One way to do this** is create an anchor chart with thinking stems for partner talk. You might include things like:
  - **Anchor Chart:** Thinking Stems for Partner Talk
  - In the part when...
  - The character feels…
  - Now I’m thinking…
  - Do you really think that’s how that part should go? Maybe it should go like...
- **Another way to do this** is to teach students to talk in more detail, offering more substantiation, textual support, and clarification, as they discuss. Prompt students to say more about something they noticed or reacted to in the illustrations. Ask questions such as, “What makes you think that?” or “Why do you think it’s like that?”

**Bloom’s Levels:** Understand
**Webb’s DOK:** 1

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**Topic 4: Unfamiliar and Informational Books**

**Engaging Experience 13**
**Teaching Point:** *Today I want to teach you that* as readers you will not always be reading familiar books but you will encounter unfamiliar books everywhere and you can read them just like books you know well.

**Suggested Length of Time:** 2-3 minilessons

**Standards Addressed**

**Priority:** K.SL.3.A.c

**Detailed Description/Instructions:**

- **One way to do this** to remind students of everything they learned about reading familiar books and model what it looks like applying these strategies to an unfamiliar book. (Reference to We are Storybook Readers!).
- **Another way to do this** is to model attending to pictures and illustrations and imagining what characters might say.
- **Another way to do this** is to model inferring about events and actions that aren’t immediately obvious from the illustrations. (Instead of looking at the illustrations and saying, “They’re playing soccer,” the student might infer and say, “The blue guy has the ball. He’s going to score!”) The goal is for the student elaborates more on each page. It sounds like they’re reading more sentences per page, instead of one line per page.
- **Bloom’s Levels:** Remember

**Webb’s DOK:** 1

**Engaging Experience 14**
**Teaching Point:** *Today I want to teach you that* readers can explore unfamiliar informational books.

**Suggested Length of Time:** 2-3 minilessons
Standards Addressed
Priority: K.SL.3.A.c

Detailed Description/Instructions:
- **One way to do this** is to model by labeling the objects or action pictures or describing (without elaboration) what you see on each page. They may begin to make inferences and editorialize about what they see on the page. For example, if the text is about baby animal, the student might say, “The baby tiger is next to her mommy. / The baby monkey is hugging her mommy in the tree,” whereas they sound like they’re reading a text reading a text rather than labeling pictures.
- **Another way to do this** is you can help the student learn more content by reading bits by directing the student toward text features. (Labels, Captions, Diagram, Heading)

Bloom’s Levels: Remember
Webb’s DOK: 1

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**Engaging Scenario** Invite a 5th grade class to come complete a buddy activity and record the students with their laptops. Each kindergarten student could read their best dramatization of their favorite emergent storybook to be videotaped like a professional storyteller does. You might decide to play some video or audio clips of well-known, talented storytellers, such as Lester Laminack, Heather Forest, or Carmen Agra Deedy. Students could then watch each other’s videos during another time of the day.
Overview of Unit:
Readers will focus on becoming better at reading by using everything they know about looking at both the pictures and words.

In Topic 1 (Bend One): Readers Use Super Powers to Read Familiar Books
• Students will focus on strategies they may use for reading familiar texts using the pictures and the patterns. You’ll teach your children that they have “super powers” for reading books.

In Topic 2 (Bend Two): Readers Use Many Super Powers to Read Even the Hardest Words
• You will teach students that strong readers always use a combination of strategies, not just one strategy at a time in isolation. Students will cross-check their reading. You will teach students to attend more closely to print by using their understanding of some of the basic features of print.

In Topic 3 (Bend Three): Readers Use Super Powers to Read Familiar and Unfamiliar Texts
• In this bend, you will introduce strategies for figuring out unfamiliar texts.

In Topic 4 (Bend Four): Readers Reread and Practice Our Super Powers, Reading with Drama and Fluency to Make Our Books Come Alive
• This bend will emphasize deeper comprehension, by introducing some strategies for identifying the variety of common types of texts in student’s baskets. Students can think and talk about how some pattern books are like stories, while others are more like lists or nonfiction books, and still others are poems or songs. You will teach students engaging ways to read books for automaticity, phrasing, and expression.

Getting Ready for the Unit:
A large portion of the texts you’ll provide for children during this unit will be familiar ones (ones that you have read and used as a class together many times) and ones that the children have co-constructed or authored with you. You will especially steer children toward very simple, repetitive shared reading books and easy level A and B books.
• Begin to add high-frequency words to the word wall each week. These should be a focus during shared reading and interactive writing times as well.
• Emergent Storybooks
• Shared Reading Texts
• Interactive Writing texts
• Leveled Texts A/B (or any level your students are ready for)
• You may decide to turn labels around the classroom into phrases or sentences. If earlier you labeled the classroom door “door,” now you might make some sentences with these words: “This is the door.” These will all make wonderful reading materials to use during the reading workshop.
• You can also support students in reading high-frequency words by sight by taking your class on little “reading walks” around the school with pointer in hand. During these walks, children can point out signs and charts and anything else they find with words.

• You will want to read aloud a few leveled books each day. A simple read aloud or quick book introduction can accomplish two goals: familiarizing children with the sound of the text and vocabulary, and enticing children to want to read the books that you have shared.

• Children should keep the same texts in their book boxes for about a week, allowing for plenty of rereading. You may want to attach a “shopping list” to children’s book baggies so that each child can remember exactly what and how many of each type of book to choose.

• The following anchor charts to support this unit’s work can be found in this unit and on Schoology:
  1. We Are Super Readers!
  2. Readers Read with a Partner

Pre-Assessment (given prior to starting the unit):
If your students have mastered eleven or twelve of the concepts about print and they also know most of their letter names and sounds, then you will want to use a running record as your initial as well as your summative assessment to set goals for your students. If many of your students are not quite ready, use the Concepts about Print Assessment as well as the letter/sound identification assessments to help you set goals for this unit of study.

Read aloud considerations:
During read aloud, you will want to address the following standards:
  • K.R.1.A.b: Ask and respond to questions about texts read aloud.
  • K.R.1.A.c: Retell main ideas or important facts from a read aloud or familiar story.
  • K.R.2.A.a: Identify elements of a story, including setting, character, and key events.
  • K.R.2.B.a: Respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds.

Shared Reading Considerations:
• You will probably want to choose a big book for shared reading. Every day you might spend 15-20 minutes in shared reading where you will highlight your teaching point for the day. As in the first two units, in shared reading you read the whole book, highlighting that day’s teaching point. You will want to teach students that when they get ready to read they need to look at the cover and title and think about how the book might talk, what might happen and even what words might be inside the book. Then you can show your readers how you might do a picture walk to try to get to know the book even better.
  -There Was an Old Lady Who Swallowed a Fly by Simm Taback
  - Mrs. Wishy Washy’s Farm by Joy Cowley

• During shared reading, you will want to address the following standards:
  K.RF.4.A: Read, with support, appropriate texts with purpose and understanding.
  K.R.2.A.d: Recognize different types of texts.
K.R.2.B.a: Respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds.

*During shared reading, make sure that you’re pointing under words in the same way that you want children to do in their own texts.

**Essential Questions:**
  1. How can I get better at reading by using everything I know about looking at both pictures and words?

**Enduring Understanding/Big Ideas:**
  1. I can use strategies like looking over the book, looking closely at the pictures, finding words I know to help me read books I’ve seen before.
  2. I can use all of my strategies to help me read books that I do not know yet.
  3. I can reread, using strategies to make my reading sound good and come to life.

**Priority Standards for unit:**
- K.RF.1.A: Develop print awareness in the reading process.
- K.RF.3.A: Develop phonics in the reading process.

**Supporting Standards for unit:**
- K.RF.3.A.b: Read high-frequency words.
- K.RF.4.A: Read, with support, appropriate texts with purpose and understanding.
- K.R.1.D.a: Read independently for sustained periods of time by engaging with text as developmentally appropriate.
- K.SL.3.A: Speak clearly and audibly, using conventions of language when presenting individually or with a group.
- K.SL.3.A.c: Confirm comprehension by retelling information and asking appropriate questions based on read alouds or other media.
- K.SL.4.A.a: Describe personal experiences using a prop, picture or other visual aid.
- K.SL.4.A.a: Describe personal experiences using a prop, picture or other visual aid.

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<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
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<th>Unwrapped (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
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**Unit Vocabulary:**

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<td>repeat</td>
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**Engaging Experience 1**

**Teaching Point:** *Today I want to teach you that* kindergarten readers don’t just go flying into a book, they get ready first. (Read the title, picture walk, think about words that you might see, and the parts of the cover)

**Suggested Length of Time:** 3 minilessons

**Standards Addressed**

**Priority:** K.RF.1.A

**Detailed Description/Instructions:**

- **One way to do this** is to encourage your students to look at the cover. Share with them your thoughts on the title & cover page. Challenge your students to think about what words or sentences might be in the book, too. Then you will take a picture walk to refine your understanding of the book. Be sure to engage the students in generating some oral language as you take your book walk.

- **Another way to do this** is to remind your students “We used the cover and the title to help us think about the book. We made sure to think about what might happen in the book, but we also made sure to think about what sentences and words might be in the book too.” To demonstrate, you might reenact this work with a different kind of book from the bins.

- **Another way to do this** is through active engagement encouraging students share with their shoulder partner. You might get the students to do this by previewing work on a third title, maybe a concept book.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

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**Engaging Experience 2**

**Teaching Point:** *Today I want to teach you that* readers can use your super reading powers to actually read words. You can put your finger under one word, then the next, and the next, and you can actually read what the words say. Readers use **Pointer Power**.

**Suggested Length of Time:** 3 minilessons

**Standards Addressed**

**Priority:** K.RF.1.A
Detailed Description/Instructions:

- **One way to do this** is to celebrate students’ growth as readers by inviting them to read around the room, pointing to and reading words they know on charts, labels, or books. Celebrate that the class just read the words on the charts. Suggest that the library alone is filled with words that can be read similarly, by pointing and reading. Invite students to use their pointer power to read the various books in their book boxes. Invite children to read and reread using **Pointer Power**.

- **Another way to do this** is to make a real point to show students how you use expectations to pay closer attention to the book. Channel partners to find words they can read around the classroom, keeping count across their fingers.

- **Another way to do this** is to encourage students to use **Pointer Power** to check their reading, making sure what they say matches what they see. Read a familiar text, (like *Brown Bear, Brown Bear, What Do You See?*) pointing under each word, making the pointing and the reading aloud match. Model what to do if doesn’t match and how to reread to make it match. You may want to take the time to explicitly teach that spaces between words signal new words.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

Engaging Experience 3  
**Teaching Point:** *Today I want to teach you that* readers use another trick to make their **Pointer Power** even stronger. When you see a word that you know in a snap, it helps you keep track of the right words as you read, and they help you fix your **Pointer Power**.

**Suggested Length of Time:** 3 minilessons  
**Standards Addressed**  
Priority: K.RF.1.A, K.RF.3.A

Detailed Description/Instructions:

- **One way to do this** is to have students bring a book with them to the rug. Remind readers of all of the words they know in a snap! Rally them around snap words that they have learned and can recognize quickly (i.e.: sight words on word wall). Read a familiar text, pointing under each word and pausing on snap words to make sure your pointer is under the right word. Reiterate the new power they now have: **Snap Word Power**.

- **Another way to do this** is to have students work with their partners - **Partner Power**. Remind students that everyone needs help sometimes (i.e.: Batman and Robin, etc.). One partner reads, and the other partner points to each word. Both of you can check that one word has one point. *Add to ‘Readers Read with a Partner’ chart - put one book in the middle, read the pictures and the words, and see-saw read.*

- **Another way to do this** is to show them how they can use their finger to begin to point to words they might know. Encourage students to be on the lookout in this unit for words that they might be able to read. This may mean students spend some time reading very familiar texts around the room, charts and lists that you have introduced and read together many times.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1
Engaging Experience 4

- **Teaching Point:** *Today I want to teach you that* when readers encounter trouble, that’s the time when you especially need to activate your superpowers. You can’t let yourself get defeated! Instead call on more powers. Keep using your pointing power, but also use **Picture Power**.

**Suggested Length of Time:** 4 minilessons

**Standards Addressed**
- Priority: K.RF.1.A, K.RF.3.A

**Detailed Description/Instructions:**

- **One way to do this** is to encourage your students to use the pictures and be on the lookout for any words you might know. You may say, “Today I want to teach you that most readers don’t just point under the words when they read, then separately use the pictures to figure out the “kryptonite” word-- instead, they combine these ‘powers.’” You might say, “When Spider Man sets out to catch a bad guy, he doesn’t just give up or use one power at a time. He draws on his super strength and ability and his ability to cling to surfaces, and his web-shooting power, and his ability to react to danger quickly with his ‘spidey senses.’” Guess what? You can do the same thing with reading!” Demonstrate using the picture on the page to predict an unknown word, then check the first letters and context to make sure your word looks right and makes sense.

- **Another way to do this** is to continue to model the reading process. Emphasize that readers use the other two sources of information—meaning and syntax as well. For instance, when students read their small copy of a leveled text, you will guide them to think, “How does this book talk?” You might show them that books talk in different ways and that as readers, once they figure out how a book “talks” they can figure out what the words say.

- **Another way to do this** is to show your readers how you use the pictures to try to generate the actual words that the author may have written on the page. You might show this by saying something like, “I know that the girl is hugging her mom on this page, so I think the words might say *she hugged her mom*.”

- **Another way to do this** is you might have students read the name chart and alphabet chart in your room pointing under each as they read the names, letters, and pictures, while solidifying their letter/sound knowledge and practicing one to one match. During shared reading, make sure that you’re pointing under words in the same way that you want children to do in their own texts.

*Bloom’s Levels:* Apply

*Webb’s DOK:* 1

Engaging Experience 5

- **Teaching Point:** *Today I want to teach you that* Super Readers can make more snap words for themselves. If you want to turn a word into a snap word, you do this: look, read, spell, write, look, read. (**Snap Word Power**)  

**Suggested Length of Time:** 1 minilesson
Standards Addressed
Priority: K.RF.1.A, K.RF.3.A

Detailed Description/Instructions:
- **One way to do this** is to invite students to read two pages of a text with you, and be on the lookout for a word the class uses a lot. Then, work as a class to look, read, spell, write, look, read utilizing the word wall, etc. Encourage students to suggest new snap words from your model text. Explain the steps readers take to make themselves new snap words (high frequency words), and then demonstrate using a word from the demonstration text. Prepare students for reading by first reading all of the words on the word wall. Encourage students to “hunt for snap words”. *Add to ‘Readers Read with a Partner’ chart - hunt for snap words

**Bloom’s Levels:** Apply
**Webb’s DOK:** 1

**Engaging Experience 6**
Teaching Point: *Today I want to teach you that* sometimes picture power isn’t powerful enough to tackle those really tough words. You can activate **Sound Power**, too-- using the sound of the first letter to help you read the word.

**Suggested Length of Time:** 1 minilesson

Standards Addressed
Priority: K.RF.3.A

Detailed Description/Instructions:
- **One way to do this** is to lead the class in a warm up that reviews letter-sound correspondence. Model how to use the first sound of a word to help you read a tricky word when the picture isn’t clear. Set students up to practice this same work on another page in the same text that you are modeling from. Reiterate that students can activate **Sound Power** to strengthen their reading, and remind them of the other strategies they’ve learned.

**Bloom’s Levels:** Apply
**Webb’s DOK:** 1

**Engaging Experience 7**
Teaching Point: *Today I want to teach you that* when one power doesn’t work, Super Readers use another one! Readers try one thing and then another to tackle the trouble!

**Suggested Length of Time:** 1 minilesson

Standards Addressed
Priority: K.RF.3.A

Detailed Description/Instructions:
- **One way to do this** is to use a story about Superman’s perseverance to motivate students to not give up when they’re stuck. Recruit students to read a new text, and feign a sense of struggle when one power isn’t enough. Then rally students to use another power to read the word. Remind students that they will often need to use two strategies to read a new word. Invite them to use both picture power and sound power to read an unfamiliar word. Remind students that they can try to lots of different things to tackle trouble as they read. When you transition to partner time, encourage partners to give reminders when their partner is stuck (i.e.: Try picture power/Try another power!) Remind readers
that having **Persistence Power** helps when solving words and also when fixing up words.

*Add to ‘Readers Read with a Partner’ chart - give reminders to use powers*

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

### Engaging Experience 8

**Teaching Point:** *Today I want to teach you that* once readers are able to activate lots of powers, they make sure to check in on these, noticing which ones they use all the time and which ones they need to power up. Then they set goals.

**Suggested Length of Time:** 1 minilesson  
**Standards Addressed**  
- **Priority:** K.RF.3.A  
- **Detailed Description/Instructions:**
  - **One way to do this** is to model how you refer to the “We Are Super Readers! (Reading Strategies) anchor chart to notice which powers you use all the time. Then pause and make the realization that using one or two powers is enough. Demonstrate how you go about setting a concrete goal to try to be persistent (**Persistence Power**) *every* time you read. You could use a post it and write a ‘p’ to remind you of your goal. Remind students that they have a long list of powers they can activate as they read-- not just the ones that they have set their goal on.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

### Engaging Experience 9

**Teaching Point:** *Today I want to teach you that* readers always ask themselves questions to check their reading for meaning.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**  
- **Priority:** K.RF.3.A  
- **Detailed Description/Instructions:**
  - **One way to do this** is to encourage students to ask, “Does this make sense? Does this sound right? Does this look like a word I know?”
  - **Another way to do this** is to remind them that this is a super power. You might say, “Just like superheroes have catch phrases, so do readers. Buzz Lightyear says, ‘To infinity and beyond!’ Readers say, ‘Does it make sense? Sound right? Look right?’ and away we go!”

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

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**Topic 3: Readers Use Super Powers to Read Familiar and Unfamiliar Texts**

*In this bend, you may want to use interactive writing to show the integration of the three sources of information that writers use too. Writers, just like readers, think first what I want to say (meaning) and then how do I want to say it (syntax) and then they work to write the words*
they need (visual). Interactive writing can be very powerful in this time slot because it is also highly engaging. And, any books you make with your class during this time can just be added to the collection of books your kids will be more likely to be able to read.

**Engaging Experience 10**

**Teaching Point:** *Today I want to teach you that* when readers are stuck they can look around the classroom for help.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

Priority: K.RF.1.A

**Detailed Description/Instructions:**

- **One way to do this** is to explicitly teach your class how to use the charts in the room when they are stuck, saying, “You know, whenever you’re stuck, you can look around this classroom for help— you have all these great charts to remind you of all the strategies you know for figuring out the tricky parts of our books.”

- **Another way to do this** is to model for students how you can check all of your charts to help you figure out the tricky parts of your books. Tell them, “Watch what I do when I’m stuck.” You may want to provide your students personal bookmarks that list the superpowers that they can keep in their book box to refer to.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

**Engaging Experience 11**

**Teaching Point:** *Today I want to teach you that* readers are always on the lookout for the parts that repeat in their book.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

Priority: K.RF.1.A

**Detailed Description/Instructions:**

- **One way to do this** is to show students the first few pages of the pattern (*Pattern Power*) and invite them to figure out the remainder of the text. You are really teaching your readers to look for what repeats and also to be on the lookout for change. Remind students that when readers get stuck they can go back and read the page before and then notice what’s the same on the next page.

- **Another way to do this** is to show students how to go on a picture and word hunt. You can model this during a mini lesson with shared reading texts, and then have children practice it with you several times. The idea is to get students in the habit of searching their whole book for information that can help them read on their own.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

**Engaging Experience 12**

**Teaching Point:** *Today I want to teach you that* when readers read, they often go on a picture and word hunt.

**Suggested Length of Time:** 2 minilessons
Standards Addressed
Priority: K.RF.1.A, K.RF.3.A

Detailed Description/Instructions:
- **One way to do this** is to teach students to begin by searching the picture carefully as they are thinking about what’s happening. For example, if they are reading *The Farm Concert*, they can search the page that says “Quiet, yelled the farmer,” by first looking at the picture and noticing the farmer is in it. They say to children, “Yes, that is the farmer. Say the word ‘farmer’ slowly and listen to the first sound. What do we hear?” (Sound Power)
- **Another way to do this** is to model how to point to the beginning letter of each word you read. Later, children can practice doing this with partners. Remind students that they say what’s in the picture, think about the beginning sounds of those words, and then they try to find the words that start with that letter in the sentence.

Bloom’s Levels: Apply
Webb’s DOK: 1

**Topic 4: Readers Reread and Practice Our Superpowers, Reading with Drama and Fluency to Make Our Books Come Alive**

Engaging Experience 13
**Teaching Point:** *Today I want to teach you that* when you use all your super powers, you can bring books to life. You can read them to others just as grown-ups read books to you, and you can read them to yourself that way as well.

**Suggested Length of Time:** 2 minilessons

Standards Addressed
Priority: K.RF.3.A

Detailed Description/Instructions:
- **One way to do this** is to inform students that now that they have many reading powers, they have the responsibility to bring books to life. Invite students to bring the familiar text to life with you, reading in smooth reading voices. Deliberately read in a choppy voice, going back to smooth it out. Children will finish reading the same familiar book, continuing to practice the work of bringing books to life using a smooth reading voice. Give children another opportunity to practice bring what they read to life with the texts they brought from their book baggies.
- **Another way to do this is to** encourage readers to activate **Reread Power** to bring books to life. Remind students that when you want to read your book really well, it’s important to read it smoothly -- not like a robot. They may reread the page or reread the whole book, but remind them that the smoother they read, the more “alive” everything they read will become. Students could practice with partners using their best reading voices. *Add to ‘Readers Read with a Partner’ chart - echo, echo, echo, read

Bloom’s Levels: Apply
Webb’s DOK: 1
Engaging Experience 14
Teaching Point: *Today I want to teach you that* readers use punctuation to figure out how to read.
Suggested Length of Time: 1 minilesson
Standards Addressed
  Priority: K.RF.1.A
Detailed Description/Instructions:
  - One way to do this is to relate punctuation to traffic lights, road signs, etc. These signs are like a secret code for drivers, letting them know how to drive. Punctuation does the same thing for readers. You could use “Where is Thumbkin?” or any other small excerpt that has a variety of punctuation. Encourage students to notice the “secret code” as they read and bring their books alive. Students could work with partners (Partner Power) to remind each other to stop and try it again, this time using the punctuation to signal a stop or change in intonation.

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 15
Teaching Point: *Today I want to teach you that* when you are trying to read a book aloud so that people pull in to listen, it is really important to understand the book, and to be thinking about what it says as you read it. If you don’t understand it, your listeners won’t understand it either.
Suggested Length of Time: 2 minilessons
Standards Addressed
  Priority: K.RF.1.A
Detailed Description/Instructions:
  - One way to do this is to remind students that storytellers change their voice to match various feelings and model reading pages with a tone that matches the feelings shown in the book. Invite students to join you in reading, identifying feelings on each page and making their tone match as they read.
  - Another way to do this is to encourage student to read to make information sound interesting. Discuss with students how to bring nonfiction texts to life making some words softer, and saying some stronger.

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 16
Teaching Point: *Today I want to teach you that* super readers don’t just read books, they talk about books, too. You can activate your Book Talk Power. One way to get your book talk started is to introduce your book to your partner before you read it together.
Suggested Length of Time: 1 minilesson
Standards Addressed
  Priority: K.RF.1.A
Detailed Description/Instructions:
  - One way to do this is to model for students introducing their book to their partner before they begin reading it together, providing important details. Coach students to rehearse
and give book introductions using a book they know. *Add to ‘Readers Read with a Partner’ chart - add a pinch of you

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

**Engaging Experience 17**

**Teaching Point:** *Today I want to teach you that* partners can help each other read by encouraging each other to use their superpowers.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**  
**Priority:** K.RF.3.A  
**Detailed Description/Instructions:**

- **One way to do this** is to demonstrate how the first read is often characterized by a stop and start or two because there may be a tricky part. After stumbling through the tricky part (it could be a tricky word, a change on the page or pattern) on an initial reading, the second and successive reading will probably be easier. Easier can mean that you can read all of the words more and more smoothly or it can mean that you can read the book sounding more like a storyteller. You can teach students how to make sure that their voice matches the story or the information that they are reading. You will want to show them how they can scoop up more words as they read in order to sound like a storyteller or a singer. Our “Superpartners” can remind us to read with more power in our voices, pick up more words while we are reading, and reread parts to make our voices sound more like a storyteller. Show partnerships how to be each other’s reading coach, offering help when they can, and how to prompt with kindness. For example, you can teach them to say 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.”

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

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**Engaging Scenario**

You may choose to invite a buddy class in to show how your students utilize their super powers. You may choose to have an anchor chart for students to refer to, so that each time they get “stuck” they can share with their buddy what super power they plan on using to help them be successful.

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**Subject:** Reading
Unit 4: Learning About Ourselves and Our World: Reading for Information

**Subject:** Reading  
**Grade:** Kindergarten  
**Name of Unit:** Learning About Ourselves and Our World: Reading for Information  
**Length of Unit:** Approximately 6 weeks, January - Mid February  
**Overview of Unit:** Readers will review the structures and procedures of reader’s workshop. Readers will ask questions and learn from all parts of the book as they read. Readers will compare and contrast books and make connections.

**In Topic 1 (Bend One) Readers Ask Questions and Look Closely To Learn From Their Books**
- In this bend students will learn that reading is an adventure. You will teach readers to study what topics their books are teaching them about, how to raise questions and wonderings about the information and how to study pictures and photographs to get more information about the topic of the book.

**In Topic 2 (Bend Two) Readers See More Than the Text on the Page**
- In this bend students will learn to not only use the word-solving skills that they have been learning across the year, but to pay particular attention to times when they are reading and parts or words seem confusing. You will teach students how to learn and think about new words and important words about the topic.

**In Topic 3 (Bend Three) Readers Can Read More Than One Book about a Topic to Compare and Contrast**
- In this bend students will learn how to think and talk about books across a topic. You will teach students how to reread books finding and noticing things that are in both books and things that are decidedly not in both books -- similarities and differences.

**Getting Ready for the Unit:**
- Spruce up your classroom libraries and pull informational picture books to the front of baskets with covers facing out to entice your students with the array of topics they’ll be exploring.
- Make sure that students have a mix of both information and fiction books in their individual book bags/boxes.
- Set up Book Clubs-
  - Create around 6-7 different categories for students to choose from for a book club
  - Gather as many information books on similar topics as possible to create book tubs for each book club.
• Have students join one book club that they find interesting for each bend, (3-4 book clubs total for the unit).

The following anchor charts to support this unit’s work can be found in this unit and on Schoology:
  1. Avid Non-Fiction Readers
  2. Questions Readers Might Ask

**Pre-Assessment (given prior to starting the unit):**

- Conduct a pre-assessment through a read-aloud session to determine how your students think about informational texts. This will provide important information about what kind of learning your students are doing based off what they read.

- Read, National Geographic Kids - Polar Bears. Ask students to do a quick stop-and-draw or turn-and-talk. Possible questions, “What is this book mostly about? How do you know?”

- This information will allow you to set new goals to teach throughout the unit.

**Read aloud considerations:**

- Pull informational picture books and narrative books about similar topics to use for read-alouds. Use informational texts for read aloud more than usual.

- During read aloud, you will want to address the following standards:

**Shared Reading Considerations:**

- National Geographic Kids - Polar Bears
- Who Works at the Zoo? by Sarah Russell
- Fishy Tales from the DK Readers series
- During shared reading, you will want to address the following standards:

**Essential Questions:**

1. Can I find a way for books to become my teachers, so I can learn ideas and information about the words?
2. Can books get me wondering about things?

**Enduring Understanding/Big Ideas:**

1. I can ask questions about the books that I read.
2. I can learn from all of the parts of a book as I read.
3. I can compare and contrast a couple of books that are about one topic.
4. I can take what I learn from one book and make a connections to what I learn from the next book.
Priority Standards for unit:
- K.R.3.A.a: Identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations.
- K.R.3.C.b: Identify basic similarities and differences between two texts on the same topic.
- K.R.3.C.c: Name the main topic and recall key details of the text.

Supporting Standards for unit:
- K.R.3.C.a: Ask and answer questions to clarify meaning.
- K.R.1.C.a: With assistance, determine the connection between text to self (text ideas and own experiences).
- K.R.1.C.b: With assistance, determine the connection between text to text (text ideas including similarities and differences in fiction and nonfiction).
- K.R.1.B.e: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- K.R.3.A.a: Identify naming words (nouns) and action words (verbs).
- K.SL.4.A.a: Describe personal experiences using a prop, picture or other visual aid.

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<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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**Topic 1: Readers ask Questions and Look Closely to Learn From Their Books**

**Engaging Experience 1**
**Teaching Point:** *Today I want to teach you that* readers look closely and ask questions to learn as much as possible from their books.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

**Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is to say something like, “Remember when we took a walk around the school looking for words? We were looking closely at everything around us. Sometimes when you are looking at things you may have questions about them. For example you might see an exit sign on the ceiling but you may not know what it is, or why it is there. So you would need talk and ask questions to learn about it. Readers, we are going to work on not only looking closely at our books but also asking questions to learn as much as possible from them.”

- **Another way to do this** is to make an anchor chart with a list of questions readers might ask as they read, such as, “I wonder why…” or “How is…” or “Why does…” Help students make a list to refer to throughout the unit.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Engaging Experience 2**
**Teaching Point:** *Today I want to teach you that* readers notice details in their books and then ask questions about those details.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

**Priority:** N/A

**Detailed Description/Instructions:**
• **One way to do this** is to model with a book like *Who Works at the Zoo?* by Sarah Russell (published by National Geographic). Run your finger across each page, trying to notice more and more. Say what you notice and ask questions about those details. Refer to the question chart made prior and remind students of those question stems. Engage students in trying the strategy themselves. Turn to the next page of the book and let students try learning a lot by looking closely, pointing, and asking questions.

• **Another way to do this** is to have students practice looking closely and asking questions in their own books. Encourage them to move their finger across the page to notice more and name what they see. Teach a few helpful question prompts to help get the questioning flowing. *Add to ‘Avid Non-Fiction Readers’ chart - ask questions

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 3**  
**Teaching Point:** *Today I want to teach you that* readers retell important details after they read them.  
**Suggested Length of Time:** 2 minilessons  
**Standards Addressed**  
  Priority: K.R.3.A.a  
**Detailed Description/Instructions:**

- **One way to do this** is to demonstrate how you can turn back through the pages to retell the book. Start by rereading the final few pages to demonstrate how readers linger after they’ve finished a book to remember all the parts rather than moving quickly to a new book. Coach readers to say, “This book is about…. and these are some of the key details...” And then to fill in the ending. You might extend how students talk about books by adding a “pinch of you” to say what you think. When you finish a book, sometimes you just have to talk more about it and say, ‘Did you notice....’ Or ‘Wasn’t it interesting how’ or ‘I want to know more about...”.

- **Another way to do this** is to model for students that readers have thoughts during reading and that they want to hold on to those thoughts so they don’t just float away. Model for students utilizing post it notes to draw or write a little something that helps them remember important details/interesting facts.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

**Engaging Experience 4**  
**Teaching Point:** *Today I want to teach you that* readers can learn from their books and report all of those interesting facts.  
**Suggested Length of Time:** 2 minilessons  
**Standards Addressed**  
  Priority: K.R.3.A.a  
**Detailed Description/Instructions:**

- **One way you can do this** is to foster your students desire to share what they have learned. Encourage students to teach their partner about a book they have read. They can name the main topic or events and tell the key details.
• Another way you can do this is to teach students to be reporters. They can hold microphones and say things like, “This just in: Many things live near a pond. You can find ducks, turtles, and spiders!” While students are pretending to be reporters they will become clearer and clearer in naming what their books are mostly about.

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 5
Teaching Point: Today I want to teach you that readers react to their texts and ask questions when they are curious.

Suggested Length of Time: 2 minilessons

Standards Addressed
Priority: N/A

Detailed Description/Instructions:
• One way to do this is to show students that they can use their talk time with partners to answer questions they have. Teach children that partners don’t just sit and listen as their partner teaches. They pay attention and ask their partners questions when they are curious. Then they look back through the book to answer the questions together. *Add to ‘Avid Non-Fiction Readers’ chart - think: wow!

• Another way to do this is to ask students to consider how their thinking about nonfiction books might be similar to their thinking about nonfiction movies. Show students a nonfiction video clip. Observe that after watching a nonfiction video, students tend to generate questions and to respond with interest to new learnings. Share with them that just like they were avid watchers of the video, we are working on becoming avid readers too!

Bloom’s Levels: Apply
Webb’s DOK: 2

Topic 2: Readers See More Than the Text on the Page

Engaging Experience 6
Teaching Point: Today I want to teach you that when you are reading you may come across words that you have never seen or heard before (using picture and context clues).

Suggested Length of Time: 2 minilessons

Standards Addressed
Priority: N/A

Detailed Description/Instructions:
• One way to do this is to say, “Readers, when you are reading to learn, you may come across words that you have never seen before or even heard. For example if you are reading a book about flowers, there might be special words about flower parts like ‘stem’ and ‘petals’. Teach students that when they come to these words they should stop and ask
themselves, ‘What might this word mean? Are there any clues in the picture? Do any of the other words help me figure it out?’

- **Another way to do this** is to demonstrate with a book like *Fishy Tales*. Start on the first page, reading the text without difficulty, “take a swim in the blue sea.” Then you might say, “Hey wait a second! That word says ‘sea’ but it doesn’t mean the same as, ‘I can see you!’ I’m a little confused. I’m going to need to do some work with this tricky word. Then you can go on to demonstrate how you can use the picture - it shows the ocean - and other words on the page - it says the sea is a place you swim in - to help you figure out what the world means. Let students chime in as you look around the page, but be sure to show and tell them how you figure it out too! Have children practice the strategy on another page of the same book.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Engaging Experience 7**

**Teaching Point:** *Today I want to teach you* that, when you talk about a nonfiction book, it’s really important not to just say, “Look!” “Wow!” “Why?” Those are great thought starters. But above all, nonfiction readers need to explain what they have learned to others and share that learning. And to do that, it helps to use the fancy words that go with the topic.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**

  - Priority: N/A

**Detailed Description/Instructions:**

  - **One way to do this** is to demonstrate how avid nonfiction readers harvest learning about a topic as they read a text so that they can later explain it to others. Highlight the value of trying to learn fancy topic words as you reread the text. Demonstrate how, after reading a nonfiction text, you learned some information that you can now teach to others by explaining the topic and using keywords. *Add to ‘Avid Non-Fiction Readers’ chart - use fancy topic words*

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Engaging Experience 8**

**Teaching Point:** *Today I want to teach you* that readers read to learn (use pictures and words together to understand what is happening in the story).

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

  - Priority: K.R.3.A.a

**Detailed Description/Instructions:**

  - **One way to do this** is to emphasize how partnerships can work together to study pictures in their books. You can look to the picture and ask, “What do I see happening here? How is this happening?” This will help students to not only process what the text of this particular page conveys, but also infer additional information about it. They can do this by pointing and labeling parts, commenting on what they see, and saying how parts in the
pictures go together. It is important to make sure the students are seeing more than text on the page. Demonstrate how you can read a page and then talk about how the picture on the page helped you to add on to the information you gathered from the text on the page. Teach students to respond to the text by saying things like, “The words say ____. I also see ____ in the picture and it makes me think ____.”

- **Another way to do this** is to teach students to take turns describing the pictures in their books to their partner or friends. Nudge them to think, “What part of the picture would I describe first? What seems to be the most important part? What do I want to say about this?” Students will need teaching/prompting in order to do the higher level work these standards expect. Encourage students to ask and answer questions both in partnerships and as they read. Nudge young readers to continually pose and address questions such as “How does this work?” and “Why does this happen?”

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

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**Topic 3: Readers Can Read More Than One Book About a Topic To Compare and Contrast**

**Engaging Experience 9**  
**Teaching Point:** *Today I want to teach you* that just as there are things that readers of stories pay attention to—like the characters—there are also things that readers of nonfiction pay attention to. For example, nonfiction readers pay attention to similarities and differences.

**Suggested Length of Time:** 1 minilessons  
**Standards Addressed**  
- **Priority:** K.R.3.C.b

**Detailed Description/Instructions:**  
- **One way to do this** is ask students to think about what is similar and what is different in two familiar books. Prompt students to ask “Why” and think more about noted similarities and differences.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 10**  
**Teaching Point:** *Today I want to teach you* that when partners study topics they can find information that is the same and different in their books (compare and contrast two texts).

**Suggested Length of Time:** 2 minilessons  
**Standards Addressed**  
- **Priority:** K.R.3.C.b

**Detailed Description/Instructions:**  
- **One way to do this** is to teach partnerships how to compare and contrast by teaching them to play the “Same and Different” game. To do this, you might say “Today I want to teach you one thing that readers do to help them learn from their books is to think ‘What
is the same in these books, and what is different?’ We can call this “The Same and Different Game.” To play this game, one partner selects a book from her book baggie and then asks the other partner to dig into his baggie and find a book on a similar topic. You can teach kids to say something like, “I have a book that is about ____. Do you have a book that is the same?” Once partners have found similar books, they can look through them, flipping page by page, and search for facts and images that are the same and things that are different across both books. As they notice similarities and differences, they might say things like, “Look at this page. This page is just like your page on _____. Or, “Our books are both on ____ but the pages are different. My pages go like ____ and yours go like ____.” You can teach students to reread lines and even whole parts to each other as they talk about the information they have learned. Students might take turns reading lines or parts together.

- **Another way to do this is** to utilize the resource Pebble Go. Have students search for their topic and compare/contrast the information they learn from the online books with the books in their book clubs.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 2

**Engaging Experience 11**  
**Teaching Point:** *Today I want to teach you* that when readers are learning about something they read EVERYTHING they can about the topic.  
**Suggested Length of Time:** 1 minilesson  
**Standards Addressed**  
Priority: N/A  
**Detailed Description/Instructions:**  
- **One way to do this is** to teach students that when they are learning about something to try and find lots of books about it and then read and read and read everything about the topic. Then they can say everything they learned from all of the books.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 12**  
**Teaching Point:** *Today I want to teach you* that readers use the patterns in their books to look for information and ideas that go together (inferring and synthesizing information together).  
**Suggested Length of Time:** 1 minilesson  
**Standards Addressed**  
**Detailed Description/Instructions:**  
- **One way to do this is** to teach partners to use the patterns in their books to look for similar information and ideas. For instance, partners might notice that they both have books on the zoo. One book might say something like, “Giraffes are tall animals. They have long necks. Birds are short animals. They have small beaks.” The other book about zoo animals may have a pattern like, “This is a giraffe. It uses its neck to eat. This is a bird. It uses its beak to eat.” Show partners how to talk about these pages by asking, “What did the author want us to learn about the zoo animals? Let’s look at what is the
same and what is different about the information on the pages.” This encourages partners to look across the texts and begin to notice things that will help them as they carry on in their own books. Students will be inferring and synthesizing information as they engage with comparing and contrasting across their books.

Bloom’s Levels: Analyze
Webb’s DOK: 2

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**Engaging Scenario**: Ask students to return to their favorite book club from the unit. Have them create a poster that includes the most interesting things that they learned about that topic from books. Ask each child to share their poster, saying something like, “My favorite book club was Sharks. I learned that there are over 400 different kinds of sharks.” Once every student has had a chance to share their poster, you can create a bulletin board out in the hallway. Create a heading for the bulletin board with the class, for example: “Look at what reading has taught us about our world!”
Unit 5: Readers are Resourceful: Tackling Hard Words and Tricky Parts in Books

Subject: Reading
Grade: Kindergarten
Name of Unit: Readers are Resourceful: Tackling Hard Words and Tricky Parts in Books
Length of Unit: Approximately 7 weeks, End of February - Mid April
Overview of Unit: This unit has a lot to do with new found independence. Students will be moving from rereading class shared reading and interactive writing texts to reading fresh, new books on their own. Students will need to carry forward applying reading strategies that they worked on in the previous units and begin reading more and more “just right” books independently. Students will learn more strategies for word solving, cross-checking, self-correcting, and meaning-making and you will model for them the resiliency of careful readers. Readers will be learn to be flexible and to self-monitor as they read.

In Topic 1 (Bend One): Super Readers Help Each Other
- In this bend, you will teach students that they can use all the strategies they have learned so far all the time. Your students will read, read, read, using their strategies to help them through harder, less familiar books. Students will learn that they can help others use their Super Powers to read successfully. You will show students different ways partners can teach each other through reading together to help maintain their active, strategic reading.

In Topic 2 (Bend Two): Super Readers Retell and Talk about Their Adventures
- In this bend, you will support these super readers in retelling their books to their partners. Partners will 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.

In Topic 3 (Bend Three): Readers Think about the Story and How Books Sound to Figure out the Words
- In this bend students will learn the three aspects of the cueing system (meaning, syntax/structure, visual/graphophonic). Students will extend their word solving strategies to include meaning cues and syntax/structure cues.

In Topic 4 (Bend Four): Readers Notice When There is a Tricky Part and Take Action
- In this bend students will learn additional strategies from one tricky word to the next and across texts.

In Topic 5 (Bend Five): Readers Reread to Make Their Reading Sound Great and to Study More
- In this bend students will learn many ways to reread. They will, independently and in partnerships, make a plan for rereading as they move from book to book.
Getting Ready for the Unit:

- Select enough books at each child’s “just right” reading level to last the first week: Keep in mind that lower-leveled books only take a minute or so to read, so your children will need many books in their book baggies to keep them engaged during reading time. Supplying each child with 10-12 books at these levels is usually sufficient and will still involve some rereading during the week.

- Set up same level reading partnerships: we suggest setting up reading partnerships between children reading at the same level. These partnerships work together for a while, and only change if one reader surges ahead, and exhibits signs of readiness to tackle a higher level of text.

- The following anchor charts to support this unit’s work can be found in this Unit and on Schoology:
  1. Check Your Reading! Ask
  2. Optional-Tools for Solving and Checking Hard Words
  3. Ways to Solve Tricky Words
  4. 5-Finger Retelling
  5. What does a Fluent Reader

Pre-Assessment (given prior to starting the unit):
Reassess the classroom’s readers with running records and high-frequency word assessments.
- As you listen to children read level A and B books, watch for the following reading behaviors:
  - Do they have one-to-one matching under control?
  - Do they use the picture to help them make a substitution that makes sense with the text?
  - Do they know 10-15 high frequency words?
  - Can they read their writing in their writing folder to you?

Read aloud considerations:
Mentor Texts for this Unit:
- *It Is Raining*, by John Pettitt

During read aloud, you will want to address the following standards:
- K.R.1.A.d: Connect the information and events of a text to experiences.
- K.R.1.C.a: With assistance, determine the connection between text to self (text and own experiences).
- K.R.1.A.c: Retell main ideas or important facts from a read aloud.

Shared Reading Considerations:
- *School Rules!* by Nina Tsang (Rigby)
- During shared reading, you will want to address the following standards:
  - K.R.1.A.d: Connect the information and events of a text to experiences.
• K.R.1.C.a: With assistance, determine the connection between text to self (text and own experiences).
• K.R.1.A.c: Retell main ideas or important facts from a read aloud.

**Essential Questions:**

1. How can I become the kind of reader who can teach myself and others about how to read?
2. How can I be strong when I get to the hard parts in books so that I don’t give up?
3. Can I use strategies I know when books get hard?

**Enduring Understanding/Big Ideas:**

1. I can use strategies to read lots of books by myself and with a partner.
2. I can help my partner use everything we know about reading the pictures and words.
3. I can use my discussions with my partner to help us think about our books and to ask and answer questions about them.
4. I can think about the story and how books sound to help me figure out tricky words.
5. I can notice when something I read doesn’t sound right, and then fix up my reading.
6. I can reread my books many times to make my reading sound better and help me understand more about the books.

**Priority Standards for unit:**

- K.RF.4.A: Read, with support, appropriate texts with purpose and understanding.
- K.R.1.A.b: Asking and responding to questions about texts read aloud.

**Supporting Standards for unit:**

- K.SL.2.A: Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening, according to classroom expectations.
- K.SL.3.A: Speak clearly using conventions of language when presenting individually or with a group.
- K.SL.4.A.a: Describe personal experiences using a prop, picture or other visual aid.
### Unwrapped Concepts (Students need to know)

<table>
<thead>
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<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Skills</th>
<th>Unwrapped (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<td>remember</td>
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### Unit Vocabulary:

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### Topic 1: Readers Notice When There is a Tricky Part and Take Action (Cueing Systems)

**Engaging Experience 1**

**Teaching Point:** *Today I want to teach you that* readers know that in patterned books the tricky words or the changing words are usually revealed in the picture.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

- **Priority:** K.R.1.A.b

**Detailed Description/Instructions:**

- **One way to do this** is to encourage students to be sure to check the picture if their partner gets stuck on the changing word in a pattern book. Model what it looks like during reading to always be asking yourself and your reading partner, “What would make sense here?” or “Does this sound right?”
Another way to do this is to spend a mini lesson reminding children that the pictures are present in books not only to make the text interesting, but also to help readers figure out words and understand stories. Teach them that when their partner gets stuck on a tricky word, it helps to look at the picture. You might say, “Readers, one of the little tricks that attentive readers know is that in patterned books, the tricky words or the changing words are usually revealed in the pictures. If your partner gets stuck on the changing word in a pattern book, be sure to check the picture. It’s there to help you.” You can model this during shared reading and demonstrate it in a mini lesson.

Bloom’s Levels: Apply  
Webb’s DOK: 1

Engaging Experience 2  
Teaching Point: Today I want to teach you that readers think about the whole book to help them read more challenging books (using text features).

Suggested Length of Time: 2 minilessons  
Standards Addressed  
Priority: K.RF.4.A

Detailed Description/Instructions:  
• One way to do this is to say “Now that you are reading more and more, the books are going to get more and more interesting and there is going to be more to the stories and information your books tell. In these books readers don’t just read words, readers read to learn and think. So, as we read harder and harder books we need to make sure that we are thinking about the stories and information in our books. Thinking about the whole book will make reading hard books easier and a whole lot more interesting!” “Readers, today I want to teach you that readers think about the whole book - the cover, the pictures, and what the book is mostly about - to help them reading more challenging books. Readers can think, ‘What would make sense?’ and then look at the tricky words.”

• Another way to do this is to model with a book like School Rules! by Nina Tsang (Rigby). Guide students in looking at the cover and back cover, reading the title together, thinking aloud about what kind of book it is, what the book will be mostly about, what it might teach, and what words one might expect to see. Have students turn and talk to share some ideas about what the book is going to be about. Then explain, “So as we read the pages in this book and as we come to tricky words we have to think about what this book, as a whole, is about and what would make sense.

Bloom’s Levels: Apply  
Webb’s DOK: 2

Engaging Experience 3  
Teaching Point: Today I want to teach you that when you get to a word that you don’t know you can think about what you do know about the topic of the book to help you figure the word out (schema).

Suggested Length of Time: 2 minilessons  
Standards Addressed  
Priority: K.RF.2.A
Detailed Description/Instructions:

- **One way to do this** is to tell students, “When you get to a word you don’t know, you can look at the picture on the page, but if that doesn’t help, you can also think about the title and what you know about the topic of the book to help figure it out.”

- **Another way to do this** is to model for readers that they can confirm some of their initial thinking about a topic or book as they move from page to page. For instance, if the book a student is reading is titled *The Zoo*, they might read the title and say, “This reminds me of my trip to the Zoo! I saw a tiger, monkeys, a camel, and giraffes!” Then as they read each page, they could use that information to confirm what they read. The might say, “This page is all about giraffes! I thought there would be a page on giraffes! This word must be giraffe!”

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 4**

**Teaching Point:** *Today I want to teach you that* when words don’t come easily to you as you read, don’t back away. Instead, you can get close and use the beginning of the word. Then think, ‘What word could this be?’

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**  
**Priority:** K.RF.4.A, K.RF.2.A

**Detailed Description/Instructions:**

- **One way to do this** to guide children figure out the other words in a story. Remind students to use meaning as a resource, as well as the letter sounds. You could say, “Think about what is happening,” as you tap the picture.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2

**Engaging Experience 5**

**Teaching Point:** *Today I want to teach you that* sometimes readers can blend beginning sounds together to help them solve words. Readers can get their mouths ready for the beginning part of the tricky words.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**  
**Priority:** K.RF.4.A, K.RF.2.A

**Detailed Description/Instructions:**

- **One way to do this** is to recruit kids to join you in hearing and writing the sounds at the start of some familiar words, using white boards to make this a group activity. Pull out a familiar object, like a stapler. Write ‘__pler on a white board and have students help you figure out the beginning sound (blend) that is missing. Practice with other blends. Then, shift to reading, looking for a reading words within their books that have blends.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2
Engaging Experience 6
Teaching Point: *Today I want to teach you that* when readers try to read tricky words, they need strong Sound Power. They look closely at the beginning and the ending to solve the word.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**

**Detailed Description/Instructions:**
- **One way to do this** is to model reading to the end of every word. Remind readers to zoom in and look closely at the all the letters. When the words are tricky, you need to look at the first part of the word, but also the end of the word. Model being stuck and have students help you not only with the beginning sounds, but also the ending.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

Engaging Experience 7
Teaching Point: *Today I want to teach you that* yes, when reading some words (words that aren’t snap words), readers bring out their magnifying glasses and look closely at the letters. But, when they come to a snap word, they put the magnifying glasses away! They don’t need to slow down or read closely. They just look at the word and they know it in a snap.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**

**Detailed Description/Instructions:**
- **One way to do this** is to demonstrate how to scan the pages of a book to locate known words. This can help them read the book and read words they know in a snap. Remind students to slow down to solve an unknown word, but after solving it, they have to speed up again.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

Engaging Experience 8
Teaching Point: *Today I want to teach you that* when readers read they always make sure that words they say sound right (syntax).

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**
- Priority: K.R.1.A.b

**Detailed Description/Instructions:**
- **One way to do this** is to teach students that readers use the illustrations, their prior knowledge, what the book is mostly about, and what they have read so far to answer the question, “What makes sense?” These strategies will lead students to use the meaning of the text as a source of information.

- **Another way to do this** is to teach students how to use structure as they are reading to answer the question, “What sounds right?” You want students to use their oral language to predict what words will come next as they read.
Engaging Experience 9
Teaching Point: *Today I want to teach you that* readers try out many different strategies to help them figure out a tricky word.
Suggested Length of Time: 2 minilessons
Standards Addressed
   Priority: K.RF.2.A
Detailed Description/Instructions:
- **One way to do this** is to teach kids that one try isn’t enough. You may explain that when people problem solve, often times it takes many tries until they get it right or solved! Rally your students for this challenge! Say to them, “Today I want to teach you that readers try out *many* different strategies to help them figure out a tricky word, then they double check by asking three questions: does it make sense, does it sound like a book, does it look right? This will help you get the word right.”

- **Another way to do this** is to model from a text whose pictures don’t completely give away the tricky word, so that you can show the students what it’s like to try a few strategies out and check your guesses. Say, “Watch as I try this out. I’m going to get my list of super reading powers and read over a few before I start to read so that I can use a few to help me when I read.”

Bloom’s Levels: Apply
Webb’s DOK: 2

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Topic 2: Super Readers Help Each Other Tackle Tricky Words  
(Partner Work - Coaching)

Engaging Experience 10
Teaching Point: *Today I want to teach you that* when you work together as partners you can teach each other how to solve tricky words.
Suggested Length of Time: 3 minilessons
Standards Addressed
   Priority: K.RF.2.A
Detailed Description/Instructions:
- **One way to do this** is to create (if you have not already done so) create a tricky word strategy chart together or review your chart together and encourage students to think of ways that they can work on helping their partners.

- **Another way to do this** is to encourage students to work together as partners to teach each other how to solve tricky words. You might say, “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 the super readers chart to try together. If your partner still can’t figure out the word, you two can try out another strategy.”
Another way to do this is to choose a text to work with that is new to your students. This way they will need to figure out words for the first time, rather than simply trying to recall the words from past experiences with the text. Before you begin, cover a few words that partners can solve together, using the chart. You might say, “As we read this new book, It Is Raining, and come to tricky words, you are going to help your partner use the strategy chart to figure out the tricky words. To demonstrate how partners work together, pick a student to act as your partner in front of the class, and work together to solve the first tricky word. As you read the first two pages with the class aloud and approach the covered word you might say, “Here is our first tricky word! Robert is going to be my partner and help me figure out which strategy I should use to try to solve it.”

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 11
Teaching Point: Today I want to teach you that readers can be helpful reading partners by holding your partner’s goal in your hand as he/she reads. That way, the goal will influence how you help your partner read.
Suggested Length of Time: 3 minilessons
Standards Addressed
Detailed Description/Instructions:
  • One way to do this is to teach your readers to set themselves up for success by keeping their strategies close by. You might make your students bookmarks or strategy cards that they can keep next to them as they partner read. This will make prompting easier and quicker.
  • Another way to do this is model for students in a mini lesson how holding a partner’s goals in your hands as she reads can help you know how to help.
  • Another way to do this is to encourage partners to give each other a minute to figure out words before jumping in to help. Suggesting a strategy to a reader might cause her to become reliant on the teacher. Or you could teacher partners to ask each other questions as a way to prompt.

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 12
Teaching Point: Today I want to teach you that partners can help each other pay attention to the patterns in their books by guessing what will happen next. (predicting)
Suggested Length of Time: 3 minilessons
Standards Addressed
  Priority: K.R.1.A.b
Detailed Description/Instructions:
  • One way to do this is to have students work with partners to combine reading talents. You may say something like, “Some of us are amazing at finding some words we
know and pointing to them, and others of us are getting so strong at using the pictures to help us figure out what is happening in the story and how the book might talk, and some of us are really using our fingers to follow the words and to help us read. We each have our own reading talents. But you know what? When you and your partner get together, you can put your talents together! That’s just what superheroes do, after all.

- **Another way to do this** is to remind students that patterns help us read because if we pay close attention to the pattern, we can guess what is going to happen next. One way you can do this is by showing your students how to “pattern-up the pages of their books. After taking a book walk and studying pictures, your students might come up with what the words of the first page might say; then, they can try patterning the next pages after the initial page. Your students will be doing important work by trying to figure out and then hold a pattern across pages. Then, you can say to students, “Try this with your partner and when you are by yourself, reading!”

- **Another way to do this is to** teach your readers to pay attention to things that happen again and again. Model how to monitor for places that repeat in your reading. Ask your students to try and figure out, “what will happen next...” or “What will happen or be on the next page of this book?”

Bloom’s Levels: Apply
Webb’s DOK: 1

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**Engaging Experience 13**

**Teaching Point:** *Today I want to teach you that* readers retell books after they read them.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**

- **Priority:** K.R.1.A.b

**Detailed Description/Instructions:**

- **One way to do this** is to demonstrate how you can turn back through the pages to retell the book. Start by rereading the final few pages to demonstrate how readers linger after they’ve finished a book to remember all the parts rather than moving quickly to a new book. Coach readers to say, “This book is called… and on every page..” And then to fill in the ending. You might extend how students talk about books by adding a “pinch of you” to say what you think. When you finish a book, sometimes you just have to talk more about it and say, ‘Did you notice..’ Or ‘Wasn’t it funny how’ or ‘I was surprised when…”.

Bloom’s Levels: Apply
Webb’s DOK: 1

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**Engaging Experience 14**

**Teaching Point:** *Today I want to teach you that* when readers finish a book they retell the adventures of their book saying who was there and what happened step by step (retelling across hand).

**Suggested Length of Time:** 3 minilessons
Standards Addressed
Priority: K.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to have a warm up activity. Students can touch each one of their fingers while saying each of the transitional words- “first,” “then,” “next,” “after,” and “finally.” Have them practice doing this a few times, almost as a chant, so that saying the words while touching their fingers become second nature.

- **Another way to do this** is to refer back to a superheroes connection. You might say, “You know how when superheroes finish fighting crime with their partners, often they get together and talk about the adventure of the day? They retell who was there and what happened, step-by-step. Well guess what? Super readers do this, too. Now that all of you readers are using your reading superpowers, I bet you’re itching to share the adventures of your books. In reading, we call this retelling.”

- **Another way to do this** is to choose two narrative nonfiction books with which students are familiar, such as *It Is Raining* by John Pettit and *I Am Busy* by Jan Pritchett, so that you can demonstrate on one text and students may practice on the other. These books lend themselves to two distinct kinds of retelling: 1, the retelling of a narrative and 2, the retelling of information. You may choose to do one type of retelling one day and another the next day.

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 15
Teaching Point: *Today I want to teach you that* pictures in your books can set you up to have great conversations with your partners. (Observe and notice details)

Suggested Length of Time: 2 minilessons

Standards Addressed

Detailed Description/Instructions:

- **One way to do this** is to remind students that partners can help each other be careful observers of the pictures in their books, noticing all the details they hadn’t seen before. Teach your readers to share the books they are enjoying the most with their partners. They could trade books with each other and then talk about the books they have both read. Teach them the art of a “book talk”, such as how to hold up a book, point to pages, and talk about the book in a way that makes others want to read it.

- **Another way to do this** is remind students to talk about favorite parts and funny parts, to retell, ask questions, and wonder about their books together--all of which you’ve already taught them to do in previous units. Remind them that the pictures also offer fuel for partner conversation, and teach them to attend to the pictures when they reread their just-right books, noticing details they hadn’t seen before, as they reread to their partners.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 16
Teaching Point: *Today I want to teach you that* 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 each page (use non-fiction text).

Suggested Length of Time: 1 minilessons

Standards Addressed

Detailed Description/Instructions:
- **One way to do this** is to teach your students prompts for talking about main ideas in their books with partners.

  - For example, they can say:
    - “This book is about all different…”
    - “All the pages fit with…”
    - “This book is mostly about…”

  Partners can be teachers to each other by asking:
  - “What’s your book mostly about?”
  - “How does this page fit?”

  Bloom’s Levels: Apply
  Webb’s DOK: 2

Engaging Experience 17
Teaching Point: *Today I want to teach you that* partners ask each other questions about the books they are reading (ask and answer questions to see connection to the comprehension strategies).

Suggested Length of Time: 2 minilessons

Standards Addressed

Detailed Description/Instructions:
- **Another way to do this** is you could have children sit next to their reading partners so that they can practice asking and answering questions. As children turn and talk, listen in on them and whisper to one partner, “Ask your partner what he or she means by that,” or “Ask your partner to say more.” Encourage partners to coach each other rather than rely only on you to ask the right questions.

  Bloom’s Levels: Apply
  Webb’s DOK: 1
Engaging Experience 18

Teaching Point: *Today I want to teach you that* readers often re-read a page or sentence after they do some hard work in that part (re-read for meaning).

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**
- Priority: K.RF.2.A

**Detailed Description/Instructions:**
- One way to do this is to encourage students to read--and hear-- the page as a whole, thus checking the meaning and fluency, before moving on in the book.

- Another way to do this is remind students to reread. You may say, “don’t forget that when you work extra hard to figure out a tricky word, you can reread that part to put it all together!”

Bloom’s Levels: Apply

Webb’s DOK: 1

Engaging Experience 19

Teaching Point: *Today I want to teach you that* partners can help each other read more smoothly or with more expression.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**
- Priority: K.RF.4.A

**Detailed Description/Instructions:**
- One way to do this is to remind partners to give each other clues to help solve words, even some of the newer ways, like looking at word parts rather than just individual letters. Partners can help each other read parts more smoothly or with more expression; they can make their voices sound excited or scared or surprised. You can remind partners, too, that sometimes books sound different than talk.

- Another way to do this is to have partners read a book together and plan out how their voices will go. They can also try to read a part different ways, seeing which one sounds best.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 20

Teaching Point: *Today I want to teach you that* readers don’t just finish a book and move on to another one (reread for different purposes)

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**
- Priority: K.RF.4.A
Detailed Description/Instructions:
- **One way to do this** is to teach students to read books a few times over trying out different things. You can read through your book the first time trying to get your 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 with your reading partner.

- **Another way to do this** is to demonstrate doing a first read. “Watch as I read this book for the first time really focusing on all of the words, trying to solve each tricky word with my super reading powers.” Then as you quickly make your way through the short book, you’ll get students watching for how you read the same book again, but this time with a different focus. “Now notice that I’m not done with the book and ready to move onto another, instead I’m going to reread this same book but this time I’m going to read it trying to make my voice smooth,” Again, you’ll demonstrate reading with this purpose and set them up again to watch you reread, yet again, but this time with another purpose - the purpose of finding places that you want to talk to your reading partner about.

**Bloom’s Levels:** Apply
**Webb’s DOK:** 1

**Engaging Experience 21**
**Teaching Point:** *Today I want to teach you that* readers reread with a plan (reread for different purposes).

**Suggested Length of Time:** 3 minilessons

**Standards Addressed**
- **Priority:** K.RF.4.A

**Detailed Description/Instructions:**
- **One way to do this** is to remind students that careful readers reread with a particular goal in mind. Readers reread to figure out confusing parts, or scan our books for the tricky words that we’ve figured out, and rehearse these words before we reread. Other times, we reread to find information or details we didn’t notice before, or reread with a specific focus in mind. For example, “This time, I’m going to read and think about what I am learning about the character.” Sometimes, to understand what the book is about we reread while thinking about the title of the book and how the pages go together.

- **Another way to do this** is to share new reasons for rereading, such as figuring out why certain parts of a book are particularly meaningful. Nudge students to make meaningful decisions about rereading on their own, rather than always telling them the reason.

- **Another way do this** is to revisit how to reread while paying attention to expression and fluency. Students can practice this alone or with a partner. You can teach your readers to make their voices reflect the way they imagine a character’s voice. Teach students to make plans for how they will work together as partners. It is important that partner time is for reading and talking together, asking and answering questions, and seeking help.

**Bloom’s Levels:** Apply
**Webb’s DOK:** 1
Engaging Scenario As this unit comes to an end, instead of having simple partnership talk time, you might set children up to talk in groups, and then scaffold this small-group talk during your read-aloud time. After you read-aloud, students can sit together in groups of four or five, to talk about the book and their thinking. Once children have practiced this talk around a shared picture book, they will likely be more apt to share and talk when you ask partnerships to join together during reading workshop.
Unit 6: Readers Get To Know Characters

Subject: Reading  
Grade: Kindergarten  
Name of Unit: Readers Get to Know Characters  
Length of Unit: Approximately 6 weeks, Mid-April - May  
Overview of Unit: Readers will learn reading strategies to get to know characters well and to name what the character does in a story. Student will learn to think and talk more about characters and dramatize what is happening in their stories so as to extend their thinking about characters.

In Topic 1 (Bend One) Readers Have Strategies for Getting to Know a Character  
- In this bend students will learn reading strategies to get to know a character well and to name what the character does in a story.

In Topic 2 (Bend Two) Partners Pretend They are Characters to Learn Even More  
- In this bend students will learn to think and talk more about characters in their partnerships, growing ideas about them as they make them “talk” and “think.”

In Topic 3 (Bend Three) Readers Perform Books with Partners to Become Characters  
- In this bend students will work with partners to dramatize what’s happening in their stories as to extend their thinking about characters.

In Topic 4 (Bend Four) Giving the Gift of Reading  
- In this bend students will give the gift of reading by preparing a text to perform for others.

Getting Ready for the Unit:
- Search your leveled library for books that feature people or animals, and other things that act like people. Even in the lowest level books, with relatively undeveloped and mostly unnamed characters, children can use illustrations, the plot, and any relevant background knowledge to learn about characters.
- Gather character books into various baskets.

Pre-Assessment (given prior to starting the unit):
- Conduct a pre-assessment through a whole-class read-aloud session. Use a text that is an “end of the year” benchmark level text (D/E). Mark a couple of places where you will ask students to stop and jot, or stop and draw their thinking about characters.
- At the end of the book, ask students to retell the major events that happened in the story. You might ask an additional question such as, “What do you think the author was trying to teach us?” or “What did the character learn that the author wants us to learn, too?”
As children write and draw, interview students about their thinking and then jot their responses in your notes. Some students may not need this “prompting and support.”

At the middle, and again at the end of the unit, reassess using the same questions for the first read-aloud, comparing beginning and ending response to measure your student’s growth and the degree to which your teaching has stuck. Use another text, at the same benchmark level (D/E), to maintain the same complexity of text.

Read Aloud Considerations:
Mentor Texts for this Unit:
  - *Two of a Kind* by Jaqui Robbins

During read aloud, you will want to address the following standards:
  - RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
  - RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Shared Reading Considerations:
*Mrs. Wishy-Washy’s Farm* by Joy Cowley

Essential Questions:
1. How can I get to know the characters in my books really well?

Enduring Understanding/Big Ideas:
1. I can read and notice lots of things about characters - the things they do, how they feel, and what they think.
2. I can read books with my partner and compare and contrast characters feelings and experiences.
3. I can use my voice to bring the characters and stories to life and make the story sound smooth.

Priority Standards for unit:
  - RL.K.2: With prompting and support, retell familiar stories, including key details.
  - RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Supporting Standards for unit:
  - RF.K.3: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
  - RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- RL.K.10: Actively engage in group reading activities with purpose and understanding.

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<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Skills</th>
<th>Unwrapped (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<td>retell familiar stories, including key details</td>
<td>recall</td>
<td>remember</td>
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<tr>
<td>RL.K.9</td>
<td>compare and contrast the adventures and experiences of characters in familiar stories.</td>
<td>compare / contrast</td>
<td>analyze</td>
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**Unit Vocabulary:**

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<td>visualize</td>
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**Topic 1: Readers Have Strategies for Getting to Know a Character**

**Engaging Experience 1**

**Teaching Point:** *Today I want to teach you* that when readers want to get to know the characters in new books they begin by looking at the cover page.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

*Priority:* N/A

**Detailed Description/Instructions:**

- **One way to do this** is to teach students to use the title, the cover illustration, and the title page to acquaint themselves with the characters. Say, “Today I want to teach you that when readers want to get to know the characters in new books they begin by looking at the cover page. They look at the title and at the picture and ask themselves, ‘What does this tell me about the character(s)?’”
Another way to do this is to model with a simple book (Level E). Hold up the book and say, “The title of this book is ___________. Hmm...What do you notice on the cover (discuss what the students see - characters and any setting clues) What do you think might happen? Where is ____ going? What is ____ going to do?” Turn to the title page. “Do we see the same _____ I’ll have to read to find out!”

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 2
Teaching Point: Today I am going to teach you that as you read your ideas about the characters might change.
Suggested Length of Time: 3 minilessons
Standards Addressed
Priority: N/A

Detailed Description/Instructions:
- One way to do this is by teaching students that when you first look at the cover of a book you might have one idea about the characters, but then when you start reading, you might have new ideas. You’ll learn even more about the character with each page that you read.
- Another way to do this is to revisit the strategy of accumulating text across pages so they’re able to say not just what they learned about a character on each page, but also what all the pages together can teach about a character.
- Another way to do this is to create a chart on how partners can talk about characters. Questions stems could be “The character looks ...,” “The character feels...” “The character said/didn’t say...” “At the beginning... in the middle... in the end...” Invite students to add ideas to the list.

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 3
Teaching Point: Today I am going to teach you that when readers are really studying their characters they pay close attention to the endings of books.
Suggested Length of Time: 2 minilessons
Standards Addressed
Priority: RL.K.9

Detailed Description/Instructions:
- One way to do this is to teach students that when you get to the endings of books you might ask yourself, “How does the character feel now?” or “What might the character be thinking now?”
- Another way to do this is to have students take on roles of characters in familiar stories. Ask students to think about the characters in a book and how they are feeling. Ask them what they would say or do if they were that character. Have students discuss what they think their characters are thinking.
Teaching Point: Today I am going to teach you that readers can learn a lot about the characters from the pictures. (facial expression, body language, gestures)

Suggested Length of Time: 2 minilessons

Standards Addressed
Priority: RL.K.9
Supporting: RL.K.10, SL.K.4

Detailed Description/Instructions:
• One way to do this is to teach children to focus especially on a book’s illustrations, paying close attention to characters’ facial expressions, body language, and gestures because these can reveal quite a bit about characters’ moods, personalities, and feelings. For example, a child who notices that a character keeps making googly eyes might conclude, “Piggy always makes funny faces. What a silly pig he is!”

• Another way to do this is to have students discuss with their partners what they noticed about the characters in their books. Partners can describe how the characters look and what this says about them, and how the characters are feeling at the beginning, middle, and end of the book. They can look at characters’ facial expressions, their gestures, their actions, the things they do and don’t say to get to know characters inside and out.

Teaching Point: Today I am going to teach you that readers look at the pictures and the words together because they know that both give clues about the characters.

Suggested Length of Time: 2 minilessons

Standards Addressed
Priority: N/A

Detailed Description/Instructions:
• One way to do this is by teaching students that readers can learn what characters are doing, what they are thinking, and what they are feeling when they look at the pictures and words together.

• Another way to do this is to teach students that sometimes a book does not come right out and tell you what the characters are thinking. Sometimes you have to figure it out on your own! To show what you think your characters are thinking, you can add speech bubbles or thought bubbles on sticky notes to show what the characters are thinking or saying on each page.
**Engaging Experience 6**

**Teaching Point:** *Today I am going to teach you* that readers make a picture in their mind of what is happening in their books (mental images).

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**
- Priority: RL.K.9

**Detailed Description/Instructions:**
- **One way to do this** is to draw students’ attention to other story elements to help them contextualize their understanding of the characters in their books. You may ask, “Where is the character right now? What is she doing there?” to help students visualize both the characters and the setting. Push their thinking about how the character and setting are connected, asking, and “How does the setting change the way the character might say or do something?”

*Bloom’s Levels:* Apply  
*Webb’s DOK:* 1

**Engaging Experience 7**

**Teaching Point:** *Today I am going to teach you* that partners can work together to act out the stories that they read.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**
- Priority: RL.K.2

**Detailed Description/Instructions:**
- **One way to do this** is by telling students that they are going to work with their partner to read books together as if they are scripts and they are putting on a mini-play. Ask, “Do you think you could become a character, thinking to yourself, ‘I bet she’s really mad now,’ and then give the character’s words an angry tone? Could you notice when the character’s feelings might be changing, and make sure the voice in your head changes to show that?”

*Bloom’s Levels:* Apply  
*Webb’s DOK:* 1

**Engaging Experience 8**

**Teaching Point:** *Today I am going to teach you* that when partners act out the stories they read usually one partner is the one who tells the story and the other partner is the character who talks.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**
- Priority: N/A

**Detailed Description/Instructions:**
• **One way to do this** is to include a few students in a demonstration of how partners can act out scenes from texts together, with one child being the character(s) while the other narrates the story. The narrator's job is to read the text that is not a “talking part.” As students develop a better understanding about dialogue they will be able to quickly identify the talking parts through unique punctuation.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

**Engaging Experience 9**  
**Teaching Point:** *Today I am going to teach you* that when you and your partner are acting out books and you come to a part where a character doesn’t say anything you can look closely at the pictures to help you imagine those words.  
**Suggested Length of Time:** 1 minilesson  
**Standards Addressed**  
**Priority:** RL.K.2

**Detailed Description/Instructions:**  
*One way to do this* is to show students how it looks when partners read a book together, each pretending to be a character or the narrator and then making the character or narrator come alive with expressive voices and dramatic gestures as they read. In early-level books with characters that don’t talk, teach children to infer what the character would say. For example, in a list book about a school day, if the text says, “We draw/We write/We Play/and so on,” children can imagine what the kids on those pages might be saying. To model this, on the “We draw” page, you might say, in an expressive child’s voice, “Ooh, I love to draw. I’m drawing a picture of a unicorn to give to my mommy when I get home. Where’s the yellow crayon?”

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

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**Engaging Experience 10**  
**Teaching Point:** *Today I am going to teach you* that when readers get ready to perform their books they have to be sure to read and re-read those books studying the pictures to really get to know what the character does and says.  
**Suggested Length of Time:** 2 minilessons  
**Standards Addressed**  
**Priority:** N/A

**Detailed Description/Instructions:**  
*One way to do this* to tell your students that the big secret to becoming a character expert is to know the story of the character very well. “Readers, your job is to get to know the characters so well that you can make them your own. As you read and reread your books, look at both the words and the pictures, and pay close attention to what your
character does and says.” Emphasize that rereading is an important part of the work they will do, both to perform their books and to understand their characters better.

- **Another way to do this** is to share many purposes for rereading, from making your voice sound like the character’s, to discovering something new in the pictures, to making the text sound smooth, to focusing on particular parts that seem significant. Students will reread even the shortest books with engagement when they have specific intentions for doing so.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

**Engaging Experience 11**  
**Teaching Point:** *Today I am going to teach you* that when readers perform their books they can perform them a few times but in different ways.  
**Suggested Length of Time:** 3 minilessons  
**Standards Addressed**  
**Priority:** N/A  
**Detailed Description/Instructions:**

- **One way to do this** is to teach students how to perform different versions of the same book. Children could ask themselves, “What could go differently?” They might think, “The feelings of the characters could be different from what we thought they were in our first performance. Let’s act the book with different feelings.”

- **Another way to do this** is to teach children to extend the “script” for their mini-performances to act out scenes that are beyond what’s on the pages. Readers could imagine their characters in other settings, and say to themselves, “Given what I know about her already, what could I expect in a new situation?”

- **Another way to do this** is to model it through read-aloud. Choose a book like *Two of a Kind* by Jacqui Robbins and suggest that different readers will interpret the character’s intentions behaviors, and actions in a variety of ways. For example, some readers might think that Kaylie and Melanie are mean girls who tease others, while other readers think that Kaylie and Melanie may simply be jealous of Anna and Julisa. Model how to pull evidence from the text to substantiate each interpretation.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 1

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### Topic 4: Giving the Gift of Reading

**Engaging Experience 12**  
**Teaching Point:** *Today I am going to teach you* that you can give the gift of reading.  
**Suggested Length of Time:** 1 minilesson  
**Standards Addressed**
One way to do this is to say, “Readers we have come to a very special time of the year. So far, most of your reading lives have come from what other people have given you. You’ve been given books that you love, taken to the library. You’ve been pulled onto laps and into chairs to snuggle around stories. Here in school, you’ve been read to, too, and, of course, you’ve read along with others. And you’ve spent the past few weeks bringing your stories to life! Well guess what? You know have something to give back. You can give the beautiful gift of reading back to all of the people who matter most to you - your family and friends!

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 13
Teaching Point: Today I am going to teach you that you can be your own partner. (Listen to own reading and fix what doesn’t sound right)
Suggested Length of Time: 2 minilessons
Standards Addressed
Priority: N/A
Detailed Description/Instructions:

- **One way to do this** is my suggesting that readers can be their own partners and help themselves. Readers do this by self-monitoring and using fix-up strategies. Once you have reminded students to self-monitor, they also need to self-correct. You might say to your kindergarteners, “When you are reading it will not be perfect. You will mess up, but that’s okay because you can use rereading to fix it. Your listener will understand. Messing up happens to everyone. You will just need to say, ‘Oops, let me try that again,’ then reread that whole sentence or page.”

- **Another way to do this** is to teach students that if they are stuck on a word, they can back up and get a running start toward that word. The running start can involve remembering what they read so far, or getting the language structure going again to help them jump the tricky word hurdle. Tell your readers that self-corrections are one of the most important signs that they are growing as readers.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Scenario

Engaging Scenario. Invite your buddy class to come to your classroom so that the kindergarteners can give the gift of reading to their buddy. Have students show off their reading and dramatization skills. Students will use Post-its to mark places where they can stop reading and engage in an interaction with their buddy.