Unit 1: We Are Readers

**Subject:** Reading

**Grade:** Kindergarten

**Name of Unit:** We Are Readers

**Length of Unit:** Approximately 4 weeks, Mid-August - Mid September

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

**In Topic 1 (Bend One) Readers Read the World**

**In Topic 2 (Bend Two) Introducing the Workshop**

**In Topic 3 (Bend Three) Three Ways to Read**

**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)

**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:
  - SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
● RL.K.1: With prompting and support, ask and answer questions about key details in a text.
● L.K.1.d: Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how).
● RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
● RI.K.5: Identify the front cover, back cover, and title page of a book.

Shared Reading Considerations:
● Brown Bear, Brown Bear
● The Very Hungry Caterpillar
● During Shared Reading, you will want to focus on the following standards:
  ● RF.K.1: Demonstrate understanding of the organization and basic features of print.
  ● RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Priority Standards for unit:
● RF.K.1: Demonstrate understanding of the organization and basic features of print.
● SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Supporting Standards for unit:
● RF.K.1.A: Follow words from left to right, top to bottom, and page by page.
● RF.K.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.
● RF.K.1.C: Understand that words are separated by spaces in print.
● SL.K.1.A: Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion).
● RL.K.6: With prompting and support name the author and illustrator of a story and define the role of each in telling the story.
### 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.

### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tr>
<td>reread</td>
<td>author</td>
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<td></td>
<td>illustrator</td>
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<td></td>
<td>title</td>
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<td>front cover</td>
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<td></td>
<td>back cover</td>
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<tr>
<td></td>
<td>pages</td>
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</table>
Topic 1: Readers Read 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
  Supporting: 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

Topic 2: Introducing the Workshop

Engaging Experience 2
Teaching Point: Today I want to teach you about the Reader’s Workshop structure, procedures, and book tubs.

Suggested Length of Time: 3 minilessons
Standards Addressed
  Priority: N/A
  Supporting: 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 book 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. Observe what individual students can do and take note of students’ current reading habits.

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

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
  Supporting: 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 good readers don’t 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: RF.K.1
Supporting: N/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.

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

Engaging Experience 6
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: 3 minilessons
Standards Addressed
Priority: R.F.K.1
Detailed Description/Instructions:
• One way to do this is by creating a “Three Ways to Read” anchor chart; 1) Read the Pictures 2) Retelling familiar/known book 3) Read the words.
• Another way to do this is to model the three ways that readers can read a book through shared reading. Once students have observed the three ways to read a book have them practice these skills while reading independently from the book tubs.

Bloom’s Levels: apply
Webb’s DOK: 1

Topic 3: Reading with a Buddy

Engaging Experience 7
Teaching Point: Today I want to teach you that readers have a way to read together.
Suggested Length of Time: 2 minilessons
Standards Addressed
Priority: SL.K.1
Supporting: SL.K.1a
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.
• 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.

Bloom’s Levels: apply
Webb’s DOK: 1

Engaging Experience 8
Teaching Point: Today I want to teach you that partners can work together to read a book (You read a page, I read a page).
Suggested Length of Time: 2 minilessons
Standards Addressed
  Priority: SL.K.1
  Supporting: SL.K.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 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 Scenario

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.
<table>
<thead>
<tr>
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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)

Today I want to teach you that readers build stamina by organizing their reading.

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!

Today I want to teach you that good readers don’t 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.

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.
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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.

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 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.

● 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.

● Since the minilessons 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).

Pre-Assessment (given prior to starting the unit):
You will want to choose an emergent story book, 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-alounds 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:
- 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).
- SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- RI.K.5: Identify the front cover, back cover, and title page of a book.

Shared Reading Considerations:
- Harry the Dirty Dog by Gene Zion

Priority Standards for unit:
- RL.K.2: With prompting and support, retell familiar stories, including key details.
- RL.K.3: With prompting and support, identify characters, settings, and major events in a story.
- SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Supporting Standards for unit:
- RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- RL.K.4: Ask and answer questions about unknown words in a text.
- 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)
- RF.K.4: Read emergent-reader texts with purpose and understanding.
- L.K.1.d: Understand and use question words (interrogatives) (e.g.to, from, in, out, on, off, for, of, by, with).
- SL.K.1.b: Continue a conversation through multiple exchanges.
- SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<table>
<thead>
<tr>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>RL.K.2</td>
<td>retell familiar stories, including key details</td>
<td>recall</td>
<td>remember</td>
<td>1</td>
</tr>
<tr>
<td>RL.K.3</td>
<td>identify characters, settings, and major events in a story</td>
<td>identify</td>
<td>understand</td>
<td>1</td>
</tr>
<tr>
<td>SL.K.1</td>
<td>how to have collaborative conversations about kindergarten topics and texts</td>
<td>participate</td>
<td>remember</td>
<td>1</td>
</tr>
<tr>
<td>SL.K.2</td>
<td>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood</td>
<td>describe</td>
<td>understand</td>
<td>1</td>
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**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, so I am almost reading the book.
2. I can make my reading sound just like the story.
3. I can read, talk, and act out the story with my partner.
Unit Vocabulary:

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<td>solution</td>
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Topic 1: Telling the Story Across the Pages

Engaging Experience 1

Teaching Point: Today I want to teach you that readers use books to tell a story and one thing you can do is 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: RL.K.2
Supporting: RL.K.7, RL.K.1

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* 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: 1 minilesson

Standards Addressed
- Priority: RL.K.3
- Supporting: RL.K.7

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.

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

Engaging Experience 3
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: 1 minilesson

Standards Addressed
- Priority: RL.K.2
- Supporting: RL.K.7

Detailed Description/Instructions:
- **One way to do this** is to encourage students to read familiar books again and again. Show students how you try to make each read sound more and more like the author wrote it.

- **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.

Bloom’s Levels: remember
Webb’s DOK: 1
Engaging Experience 4
Teaching Point: *Today I want to teach you that* sometimes readers forget how parts of stories go. When they forget, they make sure to work hard to re-read the picture and to think carefully about what is happening in that part.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**
- **Priority:** RL.K.1
- **Supporting:** RL.K.7

**Detailed Description/Instructions:**
- **One way to do this** is to teach your students how to problem solve in emergent storybooks. When your readers forget how a part or a page goes, you can teach them to stop and search the picture carefully thinking about what is happening to get them reading that page or that part.

**Bloom’s Levels:** understand

**Webb’s DOK:** 1

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Topic 2: Sounding Like the Story

Engaging Experience 5
Teaching Point: *Today I want to teach you that* when readers get confused about the parts in a story, they can re-read and retell what has happened so far to get them to think carefully about what is happening in that part.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**
- **Priority:** RL.K.2
- **Supporting:** RL.K.7

**Detailed Description/Instructions:**
- **One way to do this** is to shine a spotlight on the way books talk during 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.

- **Another way to do this** is to teach your students to turn back a few pages and reread to help them get past a part that they have forgotten or that has confused them. If they are
confused by a part, they might stop and retell what has happened so far to help them get going with their reading again.

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

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**Engaging Experience 6**  
**Teaching Point:** *Today I want to teach you that* readers use special connecting words to join storybook pages together.  
**Suggested Length of Time:** 1 minilessons  
**Standards Addressed**  
- **Priority:** RL.K.2, RL.K.3,  
- **Supporting:** RL.K.7  
**Detailed Description/Instructions:**  
- *One way to do this* is to teach your students how to use the words on the page to push themselves to say more when reading their familiar storybooks.

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

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**Engaging Experience 7**  
**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:** RL.K.2, RL.K.3,  
- **Supporting:** RL.K.7  
**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 demonstrate how readers look at dialogue and try to model how your students can find dialogue worth noticing. You will want to teach your students how the exact words characters say help us to know so much about how they are feeling and what kind of people they are.
Another way to do this is to teach your students to notice unusual groups of words. They will need to make sure they understand what those words mean and then they can try to use those words when they come to that part of the story. You might want to show students how to tie the unusual phrase to a picture in the text to help them remember where those words go.

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

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### Topic 3: Inventing Fun Things to do with Books We Know Really Well

**Engaging Experience 8**

**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:** 2 minilessons

**Standards Addressed**

- **Priority:** SL.K.1, SL.K.2
- **Supporting:** RL.K.7, L.K.1.d, RL.K.1

**Detailed Description/Instructions:**

- **One way to do this** is to spend time helping partnerships talk about the stories together. Have a partnership model for the class how they comment on the story line and the characters, make connections, wonder, and question throughout reading.

- **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.

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 1
**Engaging Experience 9**

**Teaching Point:** Today I want to teach you that when you read familiar stories you can really push yourself to use the exact words that the characters say.

**Suggested Length of Time:** 1 minilesson

**Standards Addressed**
- **Priority:** SL.K.1, SL.K.2
- **Supporting:** N/A

**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.

- **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:** Remember

**Webb’s DOK:** 1

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**Engaging Experience 10**

**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**
- **Priority:** SL.K.1, SL.K.2, RL.K.2, RL.K.3
- **Supporting:** L.K.1.d

**Detailed Description/Instructions:**
- **One way to do this** is create an anchor chart with thinking stems for partner talk. You might include things like:
  - 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 have students act out stories.
Bloom’s Levels: Understand
Webb’s DOK: 1

**Engaging Experience 11**

**Teaching Point:** Today I want to teach you that good readers use more and more exactly-the-same words in their favorite books that they have become familiar with.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

- **Priority:** RL.K.2
- **Supporting:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is to teach your students that the more times they read a book, the more they will sound exactly like the book.
- **Another way to do this** is to model the language that connects the pages. Show students how they can turn back a page to remind themselves of what is going on, in case they get stumped.

Bloom’s Levels: Remember

Webb’s DOK: 1

**Engaging Experience 12**

**Teaching Point:** Today I want to teach you that readers can point and read some words in their favorite books.

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

- **Priority:** RL.K.2, RL.K.3
- **Supporting:** N/A

**Detailed Description/Instructions:**

- **One way to do this** is to teach your students how to use their know-it-by-heart power to help them point and read some of the words in their books.
- **Another way to do this** is to remind students to read with attention to accuracy to the plot and meaning of the text pausing to talk about what’s happening on particular pages.

Bloom’s Levels: Remember

Webb’s DOK: 1

**Engaging Experience 13**

**Teaching Point:** Today I want to teach you that readers can connect one page to another to create a cohesive reading.

**Suggested Length of Time:** 2 minilessons
Standards Addressed

Priority: RL.K.2
Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to continue to support the students in elaborating on and sharing their thinking about the texts. Model full sentences and elaboration as well as cohesive reading across pages.

- **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 14**

Teaching Point: *Today I want to teach you that* readers can point and read some words in their favorite books.

Suggested Length of Time: 2 minilessons

Standards Addressed

Priority: RL.K.2, SL.K.2
Supporting: RL.K.1

Detailed Description/Instructions:

- **One way to do this** is to teach how to use your students how to use their know-it-by-heart power to help them point and read some of the words in their books.

- **Another way to do this** is to remind students to read with attention to accuracy to the plot and meaning of the text pausing to talk about what’s happening on particular pages.

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

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**Engaging Scenario**

*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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Teaching Points</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telling the Story Across the Pages</td>
<td>Teaching Point: <em>Today I want to teach you that</em> readers use books to tell a story and one thing you can do is use the picture to think about who is in the story and what is happening on each page.</td>
<td>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 <em>Harry the Dirty Dog</em>, 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!”</td>
<td>2 minilessons</td>
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<tr>
<td>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.</td>
<td><strong>One way to do this</strong> 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. <strong>Another way to do this</strong> 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.</td>
<td>1 minilesson</td>
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<td>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.</td>
<td><strong>One way to do this</strong> is to encourage students to read familiar books again and again. Show students how you try to make each read sound more and more like the author wrote it. <strong>Another way to do this</strong> 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.</td>
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<tr>
<td>Today I want to teach you that sometimes readers forget how parts of stories go. When they forget, they</td>
<td><strong>One way to do this</strong> is to teach your students how to problem solve in emergent storybooks. When your readers forget how</td>
<td>1 minilesson</td>
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<tr>
<td><strong>Sounding Like the Story</strong></td>
<td><strong>Today I want to teach you that</strong> when readers get confused about the parts in a story, they can re-read and retell what has happened so far to get them to think carefully about what is happening in that part.</td>
<td><strong>One way to do this</strong> is to shine a spotlight on the way books talk during 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. <strong>Another way to do this</strong> is to teach your students to turn back a few pages and reread to help them get past a part that they have forgotten or that has confused them. If they are confused by a part, they might stop and retell what has happened so far to help them get going with their reading again.</td>
<td><strong>2 minilessons</strong></td>
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<td><strong>Today I want to teach you that</strong> readers use special connecting words to join storybook pages together.</td>
<td><strong>One way to do this</strong> is to teach your students how to use the words on the page to push themselves to say more when reading their familiar storybooks.</td>
<td><strong>1 minilesson</strong></td>
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<td><strong>Today I want to teach you that</strong> readers try to read</td>
<td><strong>One way to do this</strong> is to have your students look at the</td>
<td><strong>3 minilessons</strong></td>
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stories using the exact words that the author has chosen.

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 demonstrate how readers look at dialogue and try to model how your students can find dialogue worth noticing. You will want to teach your students how the exact words characters say help us to know so much about how they are feeling and what kind of people they are.

Another way to do this is to teach your students to notice unusual groups of words. They will need to make sure they understand what those words mean and then they can try to use those words when they come to that part of the story. You might want to show students how to tie the unusual phrase to a picture in the text to help them remember where those words go.

Inventing Fun Things To Do With Books We Know Really Well

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 you might want to show students how to tie the unusual phrase to a picture in the text to help them remember where those words go.

One way to do this is to spend time helping partnerships talk about the stories together. Have a partnership model for the class how they comment on the story line and the characters,

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Unit 3: Readers Use Super Powers to Read Everything in the Classroom and Beyond

Subject: Reading
Grade: Kindergarten
Name of Unit: Readers Use Super Powers to Read Everything in the Classroom and Beyond
Length of Unit: Approximately 6 weeks, November-December

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 Little Copies of Familiar Big Books and Self-Made Songs, Poems, and 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 All at Once to Read
- 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. These will most likely be level A and B books.

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.

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:

- RL.K.1: With prompting and support, ask and answer questions about key details in text.
- RL.K.2: With prompting and support, retell familiar stories, including key details
- RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

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. You might use Dan the Flying Man. 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.

- Dan the Flying Man by Joy Cowley
- There Was an Old Lady Who Swallowed a Fly by Simm Taback
- The Farm Concert by Joy Cowley
- 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.

- During shared reading, you will want to address the following standards:
  - RF.K.4: Read emergent-reader texts with purpose and understanding.
  - RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

**Priority Standards for unit:**
- RF.K.1: Demonstrate understanding of the organization and basic features of print.
- RF.K.3: Know and apply grade level phonics and word analysis skills in decoding words.

**Supporting Standards for unit:**
- RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.3c: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- R.F.K.4: Read emergent-reader texts with purpose and understanding.
- RL.K.7: With prompting and support, compare and contrast the adventures and experiences of character in familiar stories.
- SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

<table>
<thead>
<tr>
<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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<tbody>
<tr>
<td>RF.K.1</td>
<td>understanding of the organization and basic features of print</td>
<td>demonstrate</td>
<td>remember</td>
<td>1</td>
</tr>
<tr>
<td>RF.K.3</td>
<td>grade-level phonics and word analysis skills in decoding words</td>
<td>demonstrate</td>
<td>remember</td>
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</table>
**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 my strategies to read books and poems and songs that I know and love.
3. I can use all of my strategies to help me read books that I do not know yet.
4. I can reread, using strategies to make my reading sound good and come to life.

**Unit Vocabulary:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>reread</td>
<td>picture walk</td>
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<tr>
<td>pattern</td>
<td>word wall</td>
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<tr>
<td>repeat</td>
<td>questioning</td>
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<td></td>
<td>predictions</td>
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**Topic 1: Readers Use Super Powers to Read Everything in the Classroom and Beyond**

**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:** 5 minilessons

**Standards Addressed**

- **Priority:** RF.K.1
- **Supporting:** RL.K.7

**Detailed Description/Instructions:**

- **One way to do this** is to introduce your class to Dan the Flying Man. Encourage your students to look at the cover. Share with them, “I am thinking that this is Dan and from the title, he must be a... flying man. Maybe this will be a story where he flies all around like a superhero does.”
Another way to do this is to challenge your students to think about what words or sentences might be in the book too. You could say, “This book will probably have a sentence like ‘Dan flies around’ and probably the word ‘Dan’ and the word ‘flying’ and the word ‘man.’” 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. This might sound like, “There is Dan and he is flying. He is flying over the big hill and he is flying below the bridge.”

Another way to do this is to remind your students of the process when you got ready to read Dan the Flying Man. “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. You might get the students to do this by previewing work on a third title, maybe a concept book. Send your readers off to their work time by inviting them to use their first super power.

Another way to do this is to have a miniature share. You might use the book *There Was an Old Lady Who Swallowed a Fly*. You can have the students direct you to preview the book and then you can put that book on the Smart board and sing your way through it with the students paying attention to the words on the screen.

Bloom’s Levels: Apply

Webb’s DOK: 1

**Engaging Experience 2**

**Teaching Point:** *Today I want to teach you that* readers pay attention to their reading to see if what they thought was going to happen, actually does happen. (Predictions)

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

- **Priority:** N/A
- **Supporting:** R.F.K.4

**Detailed Description/Instructions:**

- One way to do this is to encourage students to remember their predictions and then notice if their predictions were right or wrong. You will need to demonstrate how you read holding on to your predictions and then how you look to either confirm or revise those expectations as you make your way through a book.
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. Then, be sure to add predicting and reading to revise or confirm your prediction to the list of superpowers your children can now draw from.

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 3
Teaching Point: Today I want to teach you that readers use the picture to help them think about the words on the page.

Suggested Length of Time: 4 minilessons

Standards Addressed
Priority: RF.K.1
Supporting: RF.K.2

Detailed Description/Instructions:
- Another way to do this is to demonstrate how good readers point to the picture and say the words of the things they see and they also say the words for the actions that are happening. Once they’ve done this, they can check to see if those words are written on the page.
- 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 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.
- 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
Topic 2: Readers Use Many Super Powers All at Once to Read

Engaging Experience 4

Teaching Point: *Today I want to teach you that* when readers encounter problems they can think about all of the powers that they have and can try to use as many as possible.

Suggested Length of Time: 2 minilessons

Standards Addressed

Priority: RF.K.1, RF.K.3
Supporting: RF.K.2

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 and think about the pattern all at the same time. 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 how the pattern goes to read-- instead, they combine these ‘powers.’” You might say, When Spider Man sets out to catch a bad guy, he doesn’t just 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!”

- **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.

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 5

Teaching Point: *Today I want to teach you that* readers always make sure they point to each word they say.

Suggested Length of Time: 2 minilessons

Standards Addressed

Priority: RF.K.1, RF.K.3
Supporting: N/A

Detailed Description/Instructions:

- **One way to do this** is to encourage your readers to use their pointer to track words in shared reading using their known word-wall words as safe bases in groups of words. These safe base words will help them know that they are matching one-to-one appropriately in books where they might be able to do this work.

- **Another way to do this** is to nudge your readers to find their word wall words and other words they know to help them read and monitor for sense.

- **Another way to do this** is to model how to search for information when you get stuck on a tricky part by looking at the picture and think about what is happening in the story. Add searching for information (words, pictures, the whole page, even searching the whole book) to the list of superpowers. You can teach children to use all the sources of information at their disposal as they read.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 1

**Engaging Experience 6**

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

**Suggested Length of Time:** 2 minilessons

**Standards Addressed**

- **Priority:** RF.K.3
- **Supporting:** RF.K.2, RF.K.4

**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
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 7
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: RF.K.3
Supporting: RF.K.3c, RF.K.2

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.”

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 8
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: RF.K.1
Supporting: RL.K.7

Detailed Description/Instructions:
• **One way to do this** is to show students the first few pages of the pattern 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 minilesson 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 9**

**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:** RF.K.1, RF.K.3  
- **Supporting:** RF.K.2, RF.K.3c

**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?”

• **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
Engaging Experience 10

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: 2 minilessons

Standards Addressed

**Priority:** RF.K.1

**Supporting:** R.F.K.4, RL.K.7, SL.K.1

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
Engaging Experience 11

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

Suggested Length of Time: 3 minilessons

Standards Addressed

- **Priority:** RF.K.3
- **Supporting:** RF.K.2, RF.K.3c, RF.K.4, SL.K.1

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.

- **Another way to do this** is to reinforce reading strategies and dispositions toward reading that you’ve introduced so far. So, another approach you might take during this portion of the unit is to show partners how to continue their playfulness with texts, even though they’re doing some serious work with these.

- **Another way to do this** is to 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
Engaging Scenario

**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.
<table>
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<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tr>
<td>Readers Use Super Powers to Read Everything in the Classroom and Beyond</td>
<td><em>Today I want to teach you that</em> 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)</td>
<td><strong>One way to do this</strong> is to introduce your class to <em>Dan the Flying Man</em>. Encourage your students to look at the cover. Share with them, “I am thinking that this is Dan and from the title, he must be a... flying man. Maybe this will be a story where he flies all around like a superhero does.” <strong>Another way to do this</strong> is to challenge your students to think about what words or sentences might be in the book too. You could say, “This book will probably have a sentence like ‘Dan flies around’ and probably the word ‘Dan’ and the word ‘flying’ and the word ‘man’.” 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. This might sound like, “There is Dan and he is flying. He is flying over the big hill and he is flying below the bridge.” <strong>Another way to do this</strong> is to remind your students of the process when you got ready to read <em>Dan the Flying Man</em>. “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. <strong>Another way to do this</strong> is through active engagement. You might get the students to do this by previewing work on a third title, maybe a concept book. Send your readers off to their work time by inviting them to use their first super power.</td>
<td>5 minilessons</td>
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<td>Today I want to teach you that readers pay attention to their reading to see if what they thought was going to happen, actually does happen. (predictions)</td>
<td><strong>Another way to do this</strong> is to have a miniature share. You might use the book <em>There Was An Old Lady Who Swallowed A Fly</em>. You can have the students direct you to preview the book and then you can put that book on the Smart board and sing your way through it with the students paying attention to the words on the screen.</td>
<td><strong>2 minilessons</strong></td>
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<td>Today I want to teach you that readers use the picture to help them think about the words on the page.</td>
<td><strong>One way to do this</strong> is to encourage students to remember their predictions and then notice if their predictions were right or wrong. You will need to demonstrate how you read holding on to your predictions and then how you look to either confirm or revise those expectations as you make your way through a book. <strong>Another way to do this</strong> is to make a real point to show students how you use expectations to pay closer attention to the book. Then, be sure to add predicting and reading to revise or confirm your prediction to the list of superpowers your children can now draw from.</td>
<td><strong>4 minilessons</strong></td>
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<td><strong>One way to do this</strong> is to demonstrate how good readers point to the picture and say the words of the things they see and they also say the words for the actions that are happening. Once they’ve done this, they can check to see if those words are written on the page. <strong>Another way to do this</strong> 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 <em>she hugged her mom</em>.”</td>
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**Readers Use Many Super Powers All at Once to Read**

| Readers Use Many Super Powers All at Once to Read | Today I want to teach you that when readers encounter problems they can think about all of the powers that they have and can try to use as many as possible. | 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 and think about the pattern all at the same time. 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 how the pattern goes to read-- instead, they combine these ‘powers.’” You might say, When Spider Man sets out to catch a bad guy, he doesn’t just 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!” | 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...” | 2 minilessons |
**Today I want to teach you that readers always make sure they point to each word they say.**

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**Today I want to teach you that readers always ask themselves questions to check their reading. (questioning)**

| Today I want to teach you that readers always ask themselves questions to check their reading. (questioning) | **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!” | 2 minilessons |

**Readers Use Super Powers to Read**

| Today I want to teach you that when readers are stuck they can | **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 | 2 minilessons |
| **Familiar and Unfamiliar Texts** | look around the classroom for help. | 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.”  
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**Another way to do this** is to show students how to go on a picture and word hunt. You can model this during a minilesson 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. | 2 minilessons |
| **Today I want to teach you that**  
when readers read, they often go on a picture and word hunt. | **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 farm,” 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?”  
**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, | 2 minilessons |
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| Readers Reread and Practice our Super Powers Reading with Drama and Fluency to Make Our Books Come Alive | 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) | 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!”

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