Kindergarten ELA-Reading Curriculum

Course Description:
In kindergarten, students establish their identities as readers while they build the foundational skills for reading. Students will develop concepts of print, phonemic awareness, phonics, and the knowledge necessary to use story language to support their approximations of reading. Strategies that help them search for meaning, use picture clues, work on fluency, and communicate meaning are focused on throughout the course. Students will pay close attention to characters, setting, and plot while reading fictional stories, become experts in nonfiction topics as they read together in clubs, and play with rhyme and rhythm while reading poetry.

Scope and Sequence:

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<td>2 Readers Read, Think, and Talk About Emergent Storybooks and Familiar Shared Texts</td>
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<td>6 Readers Get to Know Characters by Pretending and by Performing Their Books</td>
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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.

<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>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>S.L.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>
</tbody>
</table>

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:

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<td>reread</td>
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</tr>
<tr>
<td></td>
<td>illustrator</td>
</tr>
<tr>
<td></td>
<td>title</td>
</tr>
<tr>
<td></td>
<td>front cover</td>
</tr>
<tr>
<td></td>
<td>back cover</td>
</tr>
<tr>
<td></td>
<td>pages</td>
</tr>
</tbody>
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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: RF.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.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.
- **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

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**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.

Summary of Engaging Learning Experiences for Topics

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<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
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<tr>
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<td>Details</td>
<td>Notes</td>
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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.

Today I want to teach you that partners can work together to read a book (You read a page, I read a page).

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.
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-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:
  - 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>
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<th>Webb's DOK</th>
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<tbody>
<tr>
<td>RL.K.2</td>
<td>retell familiar stories, including key details</td>
<td>recall</td>
<td>remember</td>
<td>1</td>
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<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>
</tr>
</tbody>
</table>

**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>problem</td>
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<td></td>
<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

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**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

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

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

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 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.

Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Teaching Points</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
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<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</td>
<td><strong>One way to do this</strong> 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</td>
<td>2 minilessons</td>
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</tbody>
</table>
and what is happening on each page.

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!”

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.

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

1 minilesson
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.

**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.

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.

**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.

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.

**Sounding Like the Story**

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.

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

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**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 that readers share with a partner.

**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.

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

**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.

2 minilessons
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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</thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>reread</td>
<td>picture walk</td>
</tr>
<tr>
<td>pattern</td>
<td>word wall</td>
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<tr>
<td>repeat</td>
<td>questioning</td>
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<tr>
<td></td>
<td>predictions</td>
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</tbody>
</table>

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:
• One 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
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
*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
**Topic 4: Readers Reread and Practice Our Super Powers, Reading with Drama and Fluency to Make Our Books Come Alive**

**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 patternning 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

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.

Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Readers Use Super Powers to Read Everything in the Classroom and Beyond</td>
<td>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)</td>
<td>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</td>
<td>5 minilessons</td>
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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.

<table>
<thead>
<tr>
<th>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)</th>
<th><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.</th>
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**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.

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<th>Readers Use Many Super Powers All at Once to Read</th>
<th>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.</th>
<th>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</th>
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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.

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| **Today I want to teach you that readers always make sure they point to each word they say.** | **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. | **2 minilessons** |
|---|---|---|
| **Today I want to teach you that readers always ask themselves questions to check their understanding.** | **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, | **2 minilessons** |

44
| Reading. (questioning) | “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!” |

**Readers Use Super Powers to Read Familiar and Unfamiliar Texts**

| Today I want to teach you that when readers are stuck they can look around the classroom for help. | **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.” | 2 minilessons |

| Today I want to teach you that readers are always on the lookout for the parts that repeat in their book. | **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. | 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 | 2 minilessons |
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.

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<th>Readers Reread and Practice our Super Powers Reading with Drama and Fluency to Make Our Books Come Alive</th>
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| 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 2 minilessons |
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?”

---

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

**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

| 3 minilessons |
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.”
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 7 weeks, January - Mid February  

**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 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 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 book clubs total for the unit).
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.

Shared Reading Considerations:
- National Geographic Kids - Polar Bears
- Who Works at the Zoo? by Sarah Russell
- Fishy Tales from the DK Readers series

Priority Standards for unit:
- RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
- RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Supporting Standards for unit:
- RI.K.1: With prompting and support, ask and answer questions about key details in a text.
- RI.K.3: With prompting and support, describe the connection between two individual, events, ideas, or pieces of information in a text.
- RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.10: Actively engage in group reading activities with purpose and understanding.
- L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- L.K.4.a: Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

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

- SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.K.2</td>
<td>main topic of a text</td>
<td>identify</td>
<td>understand</td>
<td>2</td>
</tr>
<tr>
<td>RI.K.2</td>
<td>key details of a text</td>
<td>retell</td>
<td>remember</td>
<td>1</td>
</tr>
<tr>
<td>RI.K.8</td>
<td>reasons an author gives to support points in a text.</td>
<td>identify</td>
<td>understand</td>
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</tr>
<tr>
<td>RI.K.9</td>
<td>basic similarities and differences between two texts on the same topic</td>
<td>identify</td>
<td>understand</td>
<td>1</td>
</tr>
</tbody>
</table>

**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 notice more about the books that I read.
2. I can learn from all of the parts of a book as I read.
3. I can put together a couple of books that are about one thing.
4. I can take what I learn from one book and add it to what I learn from the next book.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>compare and contrast questioning</td>
<td>key details</td>
</tr>
<tr>
<td></td>
<td>main topic</td>
</tr>
<tr>
<td></td>
<td>summarize</td>
</tr>
<tr>
<td></td>
<td>context clues</td>
</tr>
<tr>
<td></td>
<td>author</td>
</tr>
<tr>
<td></td>
<td>illustrator</td>
</tr>
</tbody>
</table>
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
   Supporting: RI.K.1, SL.K.6
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.”

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
   Supporting: RI.K.1, RI.K.10
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. Possible questions you might ask, “I wonder why...” or “How does....?” or “What is this....?” 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.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 3
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 mini lessons

Standards Addressed
- **Priority:** RI.K.2
- **Supporting:** RL.K.6, SL.K.6

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 4
Teaching Point: *Today I want to teach you* that readers pay attention and ask questions when they are curious.

Suggested Length of Time: 2 minilessons

Standards Addressed
- **Priority:** N/A
- **Supporting:** RI.K.1, SL.K.6

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.

- **Another way to do this** is to show students that pointing to pictures and words can help their partner to understand what they are teaching.

Bloom’s Levels: Apply
Webb’s DOK: 2

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

Engaging Experience 5
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: 3 minilessons

Standards Addressed
- Priority: N/A
- Supporting: RI.K.4, RI.K.7, RL.K.4, RL.K.4A

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 6
Teaching Point: Today I want to teach you that readers are always pushing their thinking as they read and learn (questioning).

Suggested Length of Time: 1 minilesson

Standards Addressed
- Priority: N/A
- Supporting: RI.K.4

Detailed Description/Instructions:
- One way to do this is to teach students to ask questions as they are reading. Possible questions are, “How does this work?” and “Why does this happen?”

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 7
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: N/A
- Supporting: RI.K.6, RI.K.7, RL.K.6

Detailed Description/Instructions:
- **One way to do this** is to emphasize how partnerships can work together to study pictures in their books. 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.

- **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.

Bloom’s Levels: Apply  
Webb’s DOK: 2

**Engaging Experience 8**

**Teaching Point:** *Today I want to teach you* that readers don’t just learn from one part of the page as they read (use details in pictures to infer more information). 

**Suggested Length of Time:** 4 minilessons  

**Standards Addressed**

- **Priority:** N/A  
- **Supporting:** RI.K.1, RI.K.7, SL.K.6

**Detailed Description/Instructions:**

- **One way to do this** is after reading a page from a book 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.

- **Another way to do this** is to 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?”

- **Another way to do this** is to teach students more advanced ways of inspecting photographs and pictures together. 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 _____.

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 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: R.I.K.9
Supporting: R.I.K.3

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.

Bloom’s Levels: Analyze
Webb’s DOK: 2

**Engaging Experience 10**
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: 2 minilessons

Standards Addressed
Priority: N/A
Supporting: RL.K.6, SL.K.6

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 11**
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: 2 minilessons

Standards Addressed
Priority: R.I.K.8, R.I.K.9
Supporting: SL.K.6

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**

**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!”

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**Summary of Engaging Learning Experiences for Topics**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers ask Questions and Look Closely to Learn From Their Books</td>
<td><em>Today I want to teach you that</em> readers look closely and ask questions to learn as much as possible from their books.</td>
<td>• <strong>One way to do this</strong> 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,</td>
<td>2 minilessons</td>
</tr>
</tbody>
</table>
Today I want to teach you that readers notice details in their books and then ask questions about those details.

- **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. Possible questions you might ask, “I wonder why…” or “How does….?” or “What is this….?” 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.

Today I want to teach you that readers can learn from their books

- **One way you can do this** is to foster your students desire to share what they have learned. Encourage students
Learn From Their Books and report all of those interesting facts.

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.

Readers ask Questions and Look Closely to Learn From Their Books

*Today I want to teach you* that readers pay attention and ask questions when they are curious.

- **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.

- **Another way to do this** is to show students that pointing to pictures and words can help their partner to understand what they are teaching.

Readers See More Than the Text on the Page

*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

- **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
picture and context clues).

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.

<table>
<thead>
<tr>
<th>Readers See More Than the Text on the Page</th>
<th><em>Today I want to teach you</em> that readers are always pushing their thinking as they read and learn (questioning).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>One way to do this</strong> is to teach students to ask questions as they are reading. Possible questions are, “How</td>
</tr>
<tr>
<td></td>
<td>1 minilesson</td>
</tr>
</tbody>
</table>
| Readers See More Than the Text on the Page | Today I want to teach you that readers read to learn (use pictures and words together to understand what is happening in the story). | • **One way to do this** is to emphasize how partnerships can work together to study pictures in their books. 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.  
• **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. | 2 minilessons |
<table>
<thead>
<tr>
<th>Readers Can Read More Than One Book About a Topic To Compare and Contrast</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>

- **Another way to do this is** to 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?”

- **A third way to do this is** to teach students more advanced ways of inspecting photographs and pictures together. 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 _____."

- **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
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<th>Today I want to teach you that when readers are learning about something they read EVERYTHING they can about the topic.</th>
<th>• 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.</th>
<th>2 minilessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers Can Read More Than One Book About a Topic To</td>
<td>Today I want to teach you that readers use the patterns in their books to look for information and ideas that go</td>
<td>• 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</td>
<td>2 minilessons</td>
</tr>
<tr>
<td><strong>Compare and Contrast</strong> together (inferring and synthesizing information together).</td>
<td>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.</td>
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</tr>
</tbody>
</table>
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 6 weeks, End of February - Beginning of 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 to 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 superpowers 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.

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:
- 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.
- SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- RI.K.2: With prompting and support, retell familiar stories, including key details.

Shared Reading Considerations:

*School Rules!* by Nina Tsang (Rigby)

Priority Standards for unit:
- RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.4: Read emergent-reader texts with purpose and understanding
- RL.K.1: With prompting and support, ask and answer questions about key details in a text.
Supporting Standards for unit:

- **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.

- **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>RF.K.3</td>
<td>Grade-level phonics and word analysis skills in decoding words.</td>
<td>demonstrate</td>
<td>remember</td>
<td>1</td>
</tr>
<tr>
<td>RF.K.4</td>
<td>accurately with purpose and understanding</td>
<td>read</td>
<td>remember</td>
<td>1</td>
</tr>
<tr>
<td>RL.K.1</td>
<td>questions about key details in a text</td>
<td>ask and answer</td>
<td>understand</td>
<td>1</td>
</tr>
</tbody>
</table>

**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 make sure I 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.
**Unit Vocabulary:**

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**Topic 1: Super Readers Help Each Other**

**Engaging Experience 1**

**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:** 1 minilesson

**Standards Addressed**
- **Priority:** RF.K.3
- **Supporting:** N/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 2**

**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:** 2 minilessons

**Standards Addressed**
- **Priority:** RF.K.3
- **Supporting:** SL.K.1

**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 being, 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 3**  
**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:** 2 minilessons  
**Standards Addressed**  
- **Priority:** RF.K.3, RL.K.1  
- **Supporting:** SL.K.1, SL.K.3  

**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 4
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: 1 minilessons
Standards Addressed
  Priority: RF.K.3
  Supporting: SL.K.1
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, “Reader’s, 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 minilesson.

Bloom’s Levels: Apply
Webb’s DOK: 1

Engaging Experience 5
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
  Priority: RF.K.4, RL.K.1
  Supporting: SL.K.1, SL.K.3
Detailed Description/Instructions:
  - One way to do this is to model for students what types of questions a good partner may ask. You might say, “What is your book about?” or “What happens in your book?” or “Who is in your book and what do they do?”

  - 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 6

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: 2 minilessons

Standards Addressed

- **Priority:** RF.K.4
- **Supporting:** SL.K.1

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

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Engaging Experience 7

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

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

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 8**  
**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.  
**Suggested Length of Time:** 2 minilessons  
**Standards Addressed**  
- **Priority:** RF.K.4, RL.K.1  
- **Supporting:** SL.K.1, SL.K.2, SL.K.3  

**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

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**Topic 3: Readers Think About the Story and How Books Sound to Figure Out the Words**

**Engaging Experience 9**  
**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:** RF.K.4  
- **Supporting:** SL.K.1
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 10**

**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:** RF.K.3  
- **Supporting:** SL.K.3

**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

73
Engaging Experience 11
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: RL.K.1
  Supporting: SL.K.2
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.

Bloom’s Levels: Apply
Webb’s DOK: 2

Topic 4: Readers Notice When There is a Tricky Part and Take Action

Engaging Experience 12
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: RF.K.3
  Supporting: N/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
Engaging Experience 13
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: 1 minilesson
Standards Addressed
  Priority: RF.K.4
  Supporting: SL.K.1
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

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Engaging Experience 14
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: RF.K.4
  Supporting: N/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 15**

**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:** RF.K.4
- **Supporting:** N/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 your 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.

Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
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  • **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!” | 1 minilesson              |
|                               | Today I want to teach you that when you work together as partners you can teach each other how to solve tricky words. | • **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 | 2 minilessons            |
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.”
**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.**

- **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.

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**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.**

- **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, “Reader’s, 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.

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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).

- **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 Pettitt 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.

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| • **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 to 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. | 2 minilessons |
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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.

| 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). | **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...
Today I want to teach you that when readers read they always make sure that words they say sound right (syntax).

- **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.

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<td><strong>One way to do this</strong> 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 <em>many</em> 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.”</td>
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</tbody>
</table>

<p>| 2 minilessons |</p>
<table>
<thead>
<tr>
<th>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.”</th>
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<tr>
<td>Today I want to teach you that partners can help each other read more smoothly or with more expression.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Today I want to teach you that readers don’t just finish a book and move on to another</td>
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<tr>
<td>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</td>
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<td>2 minilessons</td>
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one (reread for different purposes).

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.

Today I want to teach you that readers reread with a plan (reread for different purposes).

- **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.

- **A third 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.
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. Students 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:**
- *Going to Lucy’s House* by Jane Buxton
- *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* by Joy Cowley

**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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<tbody>
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<td>RL.K.2</td>
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<td>recall</td>
<td>remember</td>
<td>1</td>
</tr>
<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>
<td>2</td>
</tr>
</tbody>
</table>

**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 notice when something I read doesn’t sound right and then fix up my reading.
3. I can reread my books many times to make my reading sound better and help me understand more about the books.
4. I can read and reread my books to get ready to share them with an audience.
5. I can make the characters and the stories come to life.

**Unit Vocabulary:**

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<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tr>
<td>facial-expression</td>
<td>character</td>
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<tr>
<td>gestures</td>
<td>cover</td>
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<tr>
<td>body language</td>
<td>illustration</td>
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<td>feeling</td>
<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 |
Supporting: RL.K.10

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 like *Going to Lucy’s House* (Level E) by Jane Buxton. Hold up the book and say, “The title of this book is *Going to Lucy’s House*. Hmm...I don’t know who Lucy is but there’s a picture on the cover of a girl walking. Maybe she is Lucy’s friend? Or she could be Lucy herself. She looks excited. Her hands are up in the air. I’m thinking this trip to Lucy’s house is a fun one!” Turn to the title page. “Ah. Here is the same girl, now laying on her stomach, propped up on her elbows. Her eyes are raised up (model this) as if she’s thinking, or maybe even imaging. Could she be daydreaming about a trip to Lucy’s house? 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:** 2 minilessons

**Standards Addressed**

- **Priority:** N/A
- **Supporting:** RL.K.10, SL.K.4

**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.

**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
- **Supporting:** RK.K.1
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.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2

Engaging Experience 4

**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.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

Engaging Experience 5

**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:** 1 minilesson

**Standards Addressed**

Priority: N/A
Supporting: RL.K.6

**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.

**Bloom’s Levels:** Apply
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
  Supporting: RL.K.1, RL.K.10
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, “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: 3 minilessons
Standards Addressed
  Priority: RL.K.2
  Supporting: RL.K.1, RL.K.10
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. (expression)
Suggested Length of Time: 2 minilessons
Standards Addressed
    Priority: N/A
    Supporting: RL.K.2, RL.K.10
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
    Supporting: RL.K.10
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

Topic 3: Readers Perform Books with Partners to Become Character Experts

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
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.

**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  
**Supporting:** RL.K.1

**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
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
- Priority: N/A
- Supporting: N/A
Detailed Description/Instructions:
- **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
- Supporting: RF.K.3
Detailed Description/Instructions:
- **One way to do this** is by 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.

### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
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• **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. | 2 minilessons |

| Readers Have Strategies for Getting to Know a Character | Today I am going to teach you that when readers are really studying their characters they pay close attention to the endings of books. | • **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?” | 2 minilessons |
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Today I am going to teach you that readers can learn a lot about the characters from the pictures. (facial expression, body language, gestures).

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.
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1. **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.

2 minilessons

| Partners Pretend They are Characters to Learn Even More | **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. | **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?” | 1 minilesson |
### Readers Perform Books with Partners to Become Character Experts

*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.

- **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.

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<tr>
<th>Readers Perform Books with Partners to Become Character Experts</th>
<th>Today I am going to teach you that when readers perform their books they can perform them a few times but in different ways.</th>
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<td><strong>One way to do this</strong> 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</td>
<td>3 minilessons</td>
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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?”

- **A third 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.

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<th>Giving the Gift of Reading</th>
<th><em>Today I am going to teach you</em> that you can give the gift of reading.</th>
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<td><strong>One way to do this</strong> 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,</td>
<td><strong>1 minilesson</strong></td>
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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!

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<tr>
<th>Giving the Gift of Reading</th>
<th>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).</th>
<th>• <strong>One way to do this</strong> 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.”</th>
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<td>• <strong>Another way to do this</strong> 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</td>
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<td>important signs that they are growing as readers.</td>
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