

Unit Overview

This unit builds on the past few units, but especially reinforces the first unit - no longer are students just readers - they are avid readers! This unit sets up the children to become less reliant on the teacher, encouraging them to apply their strategies across multiple contexts. This unit focuses less on new skills, but more about making sure that what the children have learned has been internalized and automatic. The teacher will need to decide where their students need additional practice to make sure the learning is secure and transferable. This unit will continue to immerse the children in books, poetry and songs, but children will now be encouraged to take more responsibility in making decisions about what and how to read. Most children will still need support, but the teacher will constantly encourage avid reading.

For additional information regarding the unit please see TCRWP User's Guide and Units of Study for Teaching Reading Kindergarten Book 4.

Overarching Standards Aligning with Kindergarten Unit 5, <i>Becoming Avid Readers</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.K.3	RL.K.1, RL.K.2, RL.K.3, RL.K.10 , RF.K.1, RF.K.4	SL.K.1 , SL.K.6	L.K.1, L.K.6
2	W.K.3	RL.K.1 , RL.K.2 , RL.K.3 , RL.K.4, RL.K.7, RL.K.9, RL.K.10, RF.K.4	SL.K.1, SL.K.2 , SL.K.4 , SL.K.6	L.K.1, L.K.6
3	W.K.3, W.K.7	RL.K.1 , RL.K.2 , RL.K.3 , RL.K.4, RL.K.7, RL.K.9, RL.K.10	SL.K.1, SL.K.2, SL.K.4 , SL.K.6	L.K.1, L.K.2, L.K.6
4	W.K.3	RL.K.1 , RL.K.2, RL.K.3 , RL.K.4, RL.K.7, RL.K.9, RL.K.10	SL.K.1, SL.K.4 , SL.K.6	L.K.1, L.K.4 , L.K.5 , L.K.6
5	W.K.3	RL.K.1, RL.K.2, RL.K.3, RL.K.4 , RL.K.7 , RL.K.10, RF.K.2, RF.K.3 ,	SL.K.1, SL.K.4 , SL.K.6	L.K.1, L.K.6
6	W.K.3	RL.K.1, RL.K.2, RL.K.3, RL.K.4 , RL.K.10 , RF.K.2 , RF.K.3 , RF.K.4	SL.K.1 , SL.K.2 , SL.K.4 , SL.K.6	L.K.1, L.K.4 , L.K.6
7	W.K.3	RL.K.1, RL.K.2 , RL.K.3 , RL.K.4, RL.K.7, RL.K.9 , RL.K.10	SL.K.1 , SL.K.4 , SL.K.6	L.K.1, L.K.6
8	W.K.3	RL.K.1 , RL.K.2 , RL.K.3 , RL.K.4 , RL.K.7, RL.K.9 , RL.K.10	SL.K.1, SL.K.2 , SL.K.4, SL.K.6	L.K.1, L.K.5, L.K.6
9	W.K.2	RI.K.1 , RI.K.2, RI.K.3, RI.K.4, RI.K.7 , RI.K.9, RI.K.10, RF.K.2, RF.K.3	SL.K.1, SL.K.2 , SL.K.3 , SL.K.6	L.K.1, L.K.4, L.K.6
10	W.K.2	RI.K.1, RI.K.2, RI.K.3, RI.K.4 , RI.K.7 , RI.K.10	SL.K.1, SL.K.2, SL.K.3, SL.K.4 , SL.K.6	L.K.1, L.K.4 , L.K.6
11	W.K.2	RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7 , RI.K.10	SL.K.1 , SL.K.4 , SL.K.6	L.K.1, L.K.6
12	W.K.2, W.K.7	RI.K.1, RI.K.2, RI.K.3, RI.K.4 , RI.K.7, RI.K.9 , RI.K.10, RF.K.2 , RF.K.3 , RF.K.4	SL.K.1, SL.K.4, SL.K.6	L.K.1, L.K.4 , L.K.6
13	W.K.2, W.K.7, W.K.8	RI.K.1 , RI.K.2 , RI.K.3 , RI.K.4 , RI.K.7, RI.K.8, RI.K.9 , RI.K.10, RF.K.2	SL.K.1, SL.K.6	L.K.1, L.K.4 , L.K.6
14	W.K.2	RI.K.1 , RI.K.2 , RI.K.3 , RI.K.7, RI.K.10	SL.K.1 , SL.K.4 , SL.K.6	L.K.1, L.K.6
15	W.K.3	RL.K.1, RL.K.3, RL.K.4, RL.K.5 , RL.K.7, RL.K.10, RF.K.2 , RF.K.3 , RF.K.4	SL.K.1, SL.K.6	L.K.1, L.K.2, L.K.6
16	W.K.3	RL.K.1 , RL.K.3 , RL.K.4 , RL.K.5 , RL.K.10, RF.K.4	SL.K.1, SL.K.6	L.K.1, L.K.6
17	W.K.3	RL.K.1 , RL.K.3 , RL.K.4 , RL.K.5, RL.K.10, RF.K.2 , RF.K.3 , RF.K.4	SL.K.1 , SL.K.2, SL.K.6	L.K.1, L.K.4, L.K.5, L.K.6
18	W.K.3	RL.K.1, RL.K.3, RL.K.4, RL.K.7, RL.K.10, RF.K.4		
Read-Aloud	W.K.3	RL.K.1 , RL.K.3 , RL.K.4 , RL.K.5, RL.K.6, RL.K.7 , RL.K.9 , RL.K.10 , RF.K.1,	SL.K.1, SL.K.2 , SL.K.3, SL.K.4 , SL.K.6	L.K.1, L.K.4, L.K.6
Shared Reading	W.K.3	RL.K.1 , RL.K.2 , RL.K.3 , RL.K.4 , RL.K.5, RL.K.6, RL.K.7 , RL.K.9 , RL.K.10 , RF.K.1, RF.K.2 , RF.K.3 , RF.K.4	SL.K.1 , SL.K.2 , SL.K.4, SL.K.6	L.K.1 , L.K.2 , L.K.4 , L.K.5, L.K.6

*Bold indicates Priority Standards that are a major emphasis.

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> ● An avid reader is someone who loves reading so much they can hardly bear to stop reading. ● Non-fiction reading is both for information and enjoyment, while fiction reading is more for enjoyment. ● Readers choose books based on interest and difficulty. 	<ul style="list-style-type: none"> ● What is an avid reader? How does a reader become one? ● How do I choose books to read? ● How is non-fiction reading different from fiction reading? 	<ul style="list-style-type: none"> ● Choose and read books independently. ● Use phrasing and fluency while reading. ● Use their voices while reading to convey emotion.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> ● Create and refer to anchor charts. ● Provide and present mentor texts as models. ● Teach the <i>Work of Readers</i> Charts. ● Model (Talk Aloud) the strategies good readers use. ● Study book pictures ● Practice creating mental movies as you read. ● Investigate figurative language and descriptive vocabulary and how authors use them. ● Turn and Talk the dialogue in a story to bring the characters' feelings alive. ● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation. 	<p><i>The design of reading workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> ● provide leveled books appropriate for all reading levels ● provide support as needed through conferencing ● provide support as needed through strategy groups ● provide support as needed through guided reading groups ● provide individualized copies of teaching charts 	<p>Mentor Text <i>Use books that you love! Use fiction, non-fiction, poetry that will model the skills you want your students to use. Use previous books:</i></p> <ul style="list-style-type: none"> ● <i>The Carrot Seed</i> ● <i>The Three Billy Goats Gruff</i> ● <i>Dragonflies</i> <p>Read-Alouds</p> <ul style="list-style-type: none"> ● <i>Not Norman (A Goldfish Story)</i> - Kelly Bennett ● <i>Ish</i> - Peter Reynolds ● <i>The Little Engine that Could</i> - Watty Piper ● <i>Sing a Song of Popcorn</i> ● <i>Gossie</i> - Oliver Dunrea

<ul style="list-style-type: none">● Provide checklists and reading progressions to assess and develop on-going reading goals.● Practice alternating the speed a text is read to reflect tone and mood.● Plan to celebrate the conclusion of classroom reading projects.● Use technology in the reading classroom; for example, use storytelling videos	<ul style="list-style-type: none">● provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning● scaffold or stretch learning through the use of various strategies● provide appropriate reading partners	
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Running Records ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided reading ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Reading logs ● Writing About Reading evidence (Post-its) 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Running Records ● Spelling Assessments ● Reading logs ● and other evidence of students improving skills

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade K (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.