

**Unit Overview**

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

The unit will capitalize on student reading knowledge including knowledge of letter-sound correspondence, comprehension, and fluency. Assessments will be conducted in this unit and throughout the year using kindergarten readiness skills and tools to support student growth.

For additional information regarding the unit please see TCRWP User's Guide and Units of Study for Teaching Reading Kindergarten Book 2.

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

**Kindergarten Unit 3 – Super Powers****Reading Workshop: Nov./Jan.**

| Session | Reading Standards  |
|---------|--|
| 1       | RF.K.1 1 Demonstrate understanding of the organization and basic features of print.  |
| 2       | RF.K.1 1 Demonstrate understanding of the organization and basic features of print.<br><br>RF.K.4 Read emergent-reader texts with purpose and understanding.<br><br>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).  |
| 3       | RF.K.1 1 Demonstrate understanding of the organization and basic features of print.<br><br>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br><br>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>RF.K.4 Read emergent-reader texts with purpose and understanding.   |
| 4       | RF.K.1 1 Demonstrate understanding of the organization and basic features of print.<br><br>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br><br>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>RF.K.4 Read emergent-reader texts with purpose and understanding.   |
| 5       | RF.K.1 1 Demonstrate understanding of the organization and basic features of print.<br><br>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br><br>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>RF.K.4 Read emergent-reader texts with purpose and understanding.   |
| 6       | RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>RL.K.4 Ask and answer questions about unknown words in a text.<br><br>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).<br><br>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.<br>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). |
| 7       | RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.  |
| 8       | RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  |

**Kindergarten Unit 3 – Super Powers****Reading Workshop: Nov./Jan.**

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|    | <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>  |
| 9  | <p>RF.K.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>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).</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>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).</p> |
| 10 | <p>RF.K.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>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).</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>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).</p> |
| 11 | <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>  |
| 12 | <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>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</p>  |

**Kindergarten Unit 3 – Super Powers**

**Reading Workshop: Nov./Jan.**

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|            | depicts).<br>RL.K.10 Actively engage in group reading activities with purpose and understanding.  |
| 13         | RF.K.4 Read emergent-reader texts with purpose and understanding.   |
| 14         | RF.K.4 Read emergent-reader texts with purpose and understanding.<br><br>RL.K.1 With prompting and support, ask and answer questions about key details in a text.<br><br>RL.K.2 With prompting and support, retell familiar stories, including key details.<br><br>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.<br><br>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).  |
| 15         | RL.K.1 With prompting and support, ask and answer questions about key details in a text.<br><br>RL.K.2 With prompting and support, retell familiar stories, including key details.<br><br>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.<br><br>RL.K.4 Ask and answer questions about unknown words in a text.<br><br>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).<br><br>RL.K.10 Actively engage in group reading activities with purpose and understanding.    |
| 16         | RL.K.1 With prompting and support, ask and answer questions about key details in a text.<br><br>RL.K.2 With prompting and support, retell familiar stories, including key details.<br><br>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.  |
| 17         | RF.K.4 Read emergent-reader texts with purpose and understanding.   |
| Read-Aloud | RF.K.4 Read emergent-reader texts with purpose and understanding.<br><br>RL.K.1 With prompting and support, ask and answer questions about key details in a text.<br><br>RL.K.2 With prompting and support, retell familiar stories, including key details.<br><br>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.<br><br>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).<br><br>RL.K.10 Actively engage in group reading activities with purpose and understanding. |

**Kindergarten Unit 3 – Super Powers**

***Reading Workshop: Nov./Jan.***

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| Shared Reading | <p><b>RF.K.1 1 Demonstrate understanding of the organization and basic features of print.</b></p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>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).</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> |
|----------------|---|

| Enduring Understandings   | Essential Questions   | Performance Expectations   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Discussing books adds to the enjoyment, fluency and comprehension of what is read.</li> <li>• Readers have different ways to get their minds prepared before reading.</li> <li>• Readers think about the story or text as they read.</li> <li>• There are different strategies that readers use to help them figure out unknown words.</li> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>• Why and how should a reader think about the story as they read?</li> <li>• What are some strategies that readers use to help figure out unknown words?</li> <li>• How should readers discuss texts with their partners?</li> </ul>   | <ul style="list-style-type: none"> <li>• Read a favorite story to a peer or teacher.</li> <li>• Retell a story they have read capturing the major details of the story.</li> </ul>   |
| Suggested Strategies  | Suggested Differentiation Methods   | Suggested Materials/Resources  |
| <ul style="list-style-type: none"> <li>• Create and refer to anchor charts.</li> <li>• Provide and present mentor texts as models.</li> <li>• Teach the <i>Work of Readers</i> Charts.</li> <li>• Model (Talk Aloud) the strategies good readers use.</li> <li>• Study book pictures</li> <li>• Practice creating mental movies as you read.</li> <li>• Investigate figurative language and descriptive vocabulary and how authors use them.</li> <li>• Turn and Talk the dialogue in a story to bring the characters' feelings alive.</li> <li>• Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.</li> <li>• Provide checklists and reading progressions</li> </ul> | <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"> <li>• provide leveled books appropriate for all reading levels</li> <li>• provide support as needed through conferencing</li> <li>• provide support as needed through strategy groups</li> <li>• provide support as needed through guided reading groups</li> <li>• provide individualized copies of teaching charts</li> <li>• provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning</li> </ul> | <p><b>Mentor Text</b></p> <ul style="list-style-type: none"> <li>• <i>It's Super Mouse</i> - Phyllis Root</li> <li>• <i>Brown Bear</i> - Eric Carle</li> <li>• <i>Mrs. Wishy-Washy</i> - Joy Cowley</li> <li>• <i>I Went Walking</i> - Sue Williams</li> <li>• <i>So Much!</i> - Trish Cooke</li> </ul> <p><b>Read-Alouds</b></p> <p><i>Teacher selection: See Super Power's TC Unit of Study Book 2 for Suggestions on:</i></p> <ul style="list-style-type: none"> <li>• <i>An Orientation to the Unit</i> (in the <i>Getting Ready</i> section) of the unit book.</li> </ul> |

**Kindergarten Unit 3 – Super Powers**

***Reading Workshop: Nov./Jan.***

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



**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](http://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.

| <b>Suggested Assessment Methods</b>   |  |   |
|---|--|---|
| <b>Diagnostic Assessments</b>   | <b>Formative Assessments</b>   | <b>Summative Assessments</b>  |
| <ul style="list-style-type: none"> <li>● Running Records</li> <li>● Spelling Inventory</li> <li>● Conferring</li> </ul> | <ul style="list-style-type: none"> <li>● Teacher-student conferences including: individual, small group, strategy group, and guided reading</li> <li>● 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.</li> <li>● Reading logs</li> <li>● Writing About Reading evidence (Post-its)</li> </ul> | <ul style="list-style-type: none"> <li>● Teacher-student conferences</li> <li>● Running Records</li> <li>● Spelling Assessments</li> <li>● Reading logs</li> <li>● and other evidence of students improving skills</li> </ul> |

**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.