

Unit Overview

Most students will now be progressing from the A/B level to C/D and beyond, taking on books that may include dialogue, action, prepositional phrases, inflected endings, etc. Students will now be encouraged to use their "super powers" to read those difficult books. In this unit you will grow their bank of reading strategies to help them face the challenge of new books.

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 district assessments that will systematically and comprehensively instruct students in phonemic awareness and word study, which includes both phonetic and high frequency sight words. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text.

For additional information regarding the unit please see TCRWP User's Guide and Units of Study for Teaching Reading Kindergarten Book 3.

Overarching Standards Aligning with Kindergarten Unit 4, <i>Bigger Books, Bigger Reading Muscles</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.4, RL.K.7, 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.5, RL.K.4 , RL.K.7, RL.K.10 , 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.6
3	W.K.3	RL.K.1, RL.K.2, 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.2, SL.K.6	L.K.1, L.K.2, L.K.4 , L.K.6
4	W.K.3	RL.K.1, RL.K.2, RL.K.3, RL.K.4 , RL.K.5, RL.K.7, RL.K.10 , RF.K.2, RF.K.3	SL.K.1, SL.K.2, SL.K.6	L.K.1, L.K.2, L.K.4 , 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.2 , SL.K.6	L.K.1, L.K.2, L.K.4, L.K.6
6	W.K.3	RL.K.1, RL.K.2, RL.K.3 , RL.K.5, RL.K.7, RL.K.10, RF.K.4	SL.K.1, SL.K.2, SL.K.4 , SL.K.6	L.K.1, L.K.6
7	W.K.3	RL.K.1, RL.K.2, RL.K.3, RL.K.4 , RL.K.5, RL.K.7, RL.K.10, RF.K.1, RF.K.2, RF.K.3	SL.K.1, SL.K.6	L.K.1, L.K.2 , L.K.6
8	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 , RF.K.4	SL.K.1, SL.K.2, SL.K.6	L.K.1, L.K.2, L.K.4, L.K.6
9	W.K.3	RL.K.1, RL.K.2, RL.K.3, RL.K.4 , RL.K.5, RL.K.7, RL.K.10, RF.K.2 , RF.K.3	SL.K.1, SL.K.6	L.K.1, L.K.2, L.K.4, L.K.6
10	W.K.3	RL.K.1, RL.K.2, RL.K.3, RL.K.4 , RL.K.5, RL.K.7 , RL.K.10, RF.K.2 , RF.K.3	SL.K.1, SL.K.6	L.K.1, L.K.2, L.K.4, L.K.6
11	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.6	L.K.1, L.K.4, L.K.6
12	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.2, SL.K.6	L.K.1, L.K.2, L.K.4, L.K.6
13	W.K.3	RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7 , RL.K.10, RF.K.4	SL.K.1, SL.K.4, SL.K.6	L.K.1, L.K.2, L.K.4, L.K.6
14	W.K.3	RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7 , RL.K.10, RF.K.3, RF.K.4	SL.K.1, SL.K.6	L.K.1, L.K.2, L.K.4, L.K.6
15	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 , RF.K.4	SL.K.1, SL.K.6	L.K.1, L.K.2, L.K.4 , L.K.6
16	W.K.3	RL.K.1, RL.K.2, RL.K.3 , RL.K.7, RL.K.10	SL.K.1, SL.K.2, SL.K.4 , SL.K.6	L.K.1, L.K.6
17	W.K.3	RL.K.1, RL.K.2, RL.K.3, RL.K.7, RL.K.10, RF.K.4	SL.K.1, SL.K.2, SL.K.4, SL.K.6	L.K.1, L.K.6
18	W.K.3	RL.K.1, RL.K.2, RL.K.3, RL.K.7 , RL.K.10, RF.K.4	SL.K.1, SL.K.2, SL.K.4, SL.K.6	L.K.1, L.K.6
19	W.K.3	RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.10, RF.K.4	SL.K.1, SL.K.6	L.K.1, L.K.4, L.K.6
Read-Aloud	W.K.2	RI.K.1, RI.K.2, RI.K.3 , RI.K.4, RI.K.5 , RI.K.6, RI.K.7, RI.K.9 , RI.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.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.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.6

*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Kindergarten Unit 4, <i>Bigger Books, Bigger Reading Muscles</i>			
Session	Reading Standards	Speaking & Listening Standards	Language Standards
1	<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>RL.K.10 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>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>	<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
2	<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.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>		
3	<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>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>		<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p>

Kindergarten Unit 4 – Bigger Books Bigger Reading Muscles

Reading Workshop: Feb./Mar.

	<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>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>		
4	<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>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>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p>
5	<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>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.</p>	
6	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional</p>	

Kindergarten Unit 4 – Bigger Books Bigger Reading Muscles

Reading Workshop: Feb./Mar.

	<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>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>detail.</p>	
7	<p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RF.K.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>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
8	<p>RL.K.4 Ask and answer questions about unknown words in a text.</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>		
9	<p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>		
10	<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>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>		
11	<p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
12	<p>RL.K.1 With prompting and support, ask and answer questions about key details in</p>		

Kindergarten Unit 4 – Bigger Books Bigger Reading Muscles

Reading Workshop: Feb./Mar.

	<p>a text.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</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>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>		
13	<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>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
14	<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>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>		
15	<p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content..</p>
16	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional</p>	

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Reading Workshop: Feb./Mar.

	<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>detail.</p>	
17	<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>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.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
18	<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>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
19	<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
Read-Aloud	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or</p>	<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

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	<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> <p>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).</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
<p>Shared Reading</p>	<p>RL.K.4 Ask and answer questions about unknown words in a text.</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>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> • Pictures reveal details in the story that even the text doesn't reveal. • Readers make predictions by reading the text and looking at the pictures and thinking about them. • Readers tackle books using many different strategies. 	<ul style="list-style-type: none"> • How do readers tackle more difficult books? • How do readers make predictions? • What are the pictures in books telling readers? 	<ul style="list-style-type: none"> • Decode words with assistance. • Make predictions about the books they are reading.
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. 	<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 & Read-Aloud</p> <ul style="list-style-type: none"> • <i>Mouse has Fun</i> - Phyllis Root • <i>Can you See the Eggs</i> - Jenny Giles • <i>Wake Up, Dad!</i> - Beverley Randell • <i>Pete the Cat and His Four Groovy Buttons</i> - Eric Litwin • <i>Oh, the Places You'll Go!</i> - Dr. Seuss • <i>Ethan's Cat</i> - Joanna Hurwitz • <i>Dragonflies</i> - Margaret Hall • <i>Curious George Curious You: On Your Way!</i> - H.A. Rey • <i>I Knew You Could! A Book for All the Stops in Your Life</i> - Craig Dorfman • <i>Yay, You! Moving Out, Moving Up, Moving On</i> - Sandra Boynton • <i>My Bug Box</i> - Pat Blanchard • various alphabet books

<ul style="list-style-type: none">● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.● 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.