

**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, <b>RL.K.10</b> , RF.K.1, RF.K.4	<b>SL.K.1</b> , SL.K.6	L.K.1, L.K.6
2	W.K.3	<b>RL.K.1</b> , <b>RL.K.2</b> , <b>RL.K.3</b> , RL.K.4, RL.K.7, RL.K.9, RL.K.10, RF.K.4	SL.K.1, <b>SL.K.2</b> , <b>SL.K.4</b> , SL.K.6	L.K.1, L.K.6
3	W.K.3, W.K.7	<b>RL.K.1</b> , <b>RL.K.2</b> , <b>RL.K.3</b> , RL.K.4, RL.K.7, RL.K.9, RL.K.10	SL.K.1, SL.K.2, <b>SL.K.4</b> , SL.K.6	L.K.1, L.K.2, L.K.6
4	W.K.3	<b>RL.K.1</b> , RL.K.2, <b>RL.K.3</b> , RL.K.4, RL.K.7, RL.K.9, RL.K.10	SL.K.1, <b>SL.K.4</b> , <b>SL.K.6</b>	L.K.1, <b>L.K.4</b> , <b>L.K.5</b> , <b>L.K.6</b>
5	W.K.3	RL.K.1, RL.K.2, RL.K.3, <b>RL.K.4</b> , <b>RL.K.7</b> , RL.K.10, RF.K.2, <b>RF.K.3</b> , RF.K.4	SL.K.1, <b>SL.K.4</b> , SL.K.6	L.K.1, L.K.6
6	W.K.3	RL.K.1, RL.K.2, RL.K.3, <b>RL.K.4</b> , <b>RL.K.10</b> , <b>RF.K.2</b> , <b>RF.K.3</b> , <b>RF.K.4</b>	<b>SL.K.1</b> , <b>SL.K.2</b> , <b>SL.K.4</b> , SL.K.6	L.K.1, <b>L.K.4</b> , L.K.6
7	W.K.3	RL.K.1, <b>RL.K.2</b> , <b>RL.K.3</b> , RL.K.4, RL.K.7, <b>RL.K.9</b> , <b>RL.K.10</b>	<b>SL.K.1</b> , <b>SL.K.4</b> , <b>SL.K.6</b>	L.K.1, L.K.6
8	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.7, <b>RL.K.9</b> , RL.K.10	SL.K.1, <b>SL.K.2</b> , SL.K.4, SL.K.6	L.K.1, L.K.5, L.K.6
9	W.K.2	<b>RI.K.1</b> , RI.K.2, RI.K.3, RI.K.4, <b>RI.K.7</b> , RI.K.9, RI.K.10, RF.K.2, RF.K.3	SL.K.1, <b>SL.K.2</b> , <b>SL.K.3</b> , 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, <b>RI.K.4</b> , <b>RI.K.7</b> , RI.K.10	SL.K.1, SL.K.2, SL.K.3, <b>SL.K.4</b> , SL.K.6	L.K.1, <b>L.K.4</b> , <b>L.K.6</b>
11	W.K.2	RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, <b>RI.K.7</b> , <b>RI.K.10</b>	<b>SL.K.1</b> , <b>SL.K.4</b> , SL.K.6	L.K.1, <b>L.K.6</b>
12	W.K.2, W.K.7	RI.K.1, RI.K.2, RI.K.3, <b>RI.K.4</b> , RI.K.7, <b>RI.K.9</b> , RI.K.10, <b>RF.K.2</b> , <b>RF.K.3</b> , <b>RF.K.4</b>	SL.K.1, SL.K.4, SL.K.6	L.K.1, <b>L.K.4</b> , <b>L.K.6</b>
13	W.K.2, W.K.7, W.K.8	<b>RI.K.1</b> , <b>RI.K.2</b> , <b>RI.K.3</b> , <b>RI.K.4</b> , RI.K.7, RI.K.8, <b>RI.K.9</b> , RI.K.10, <b>RF.K.2</b>	SL.K.1, SL.K.6	L.K.1, <b>L.K.4</b> , <b>L.K.6</b>
14	W.K.2	<b>RI.K.1</b> , <b>RI.K.2</b> , <b>RI.K.3</b> , RI.K.7, RI.K.10	<b>SL.K.1</b> , <b>SL.K.4</b> , <b>SL.K.6</b>	L.K.1, L.K.6
15	W.K.3	RL.K.1, RL.K.3, RL.K.4, <b>RL.K.5</b> , RL.K.7, RL.K.10, <b>RF.K.2</b> , <b>RF.K.3</b> , <b>RF.K.4</b>	SL.K.1, <b>SL.K.6</b>	L.K.1, L.K.2, L.K.6
16	W.K.3	<b>RL.K.1</b> , <b>RL.K.3</b> , <b>RL.K.4</b> , <b>RL.K.5</b> , RL.K.10, <b>RF.K.4</b>	SL.K.1, <b>SL.K.6</b>	L.K.1, L.K.6
17	W.K.3	<b>RL.K.1</b> , <b>RL.K.3</b> , <b>RL.K.4</b> , RL.K.5, RL.K.10, <b>RF.K.2</b> , <b>RF.K.3</b> , <b>RF.K.4</b>	<b>SL.K.1</b> , SL.K.2, SL.K.6	L.K.1, L.K.4, L.K.5, L.K.6
18	<b>W.K.3</b>	RL.K.1, RL.K.3, RL.K.4, RL.K.7, RL.K.10, <b>RF.K.4</b>	<b>SL.K.1</b> , SL.K.5, <b>SL.K.6</b>	L.K.1, L.K.2, L.K.4, L.K.5,
Read-Aloud	W.K.3	<b>RL.K.1</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.9</b> , <b>RL.K.10</b> , RF.K.1,	SL.K.1, <b>SL.K.2</b> , SL.K.3, <b>SL.K.4</b> , SL.K.6	L.K.1, L.K.4, L.K.6
Shared Reading	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.9</b> , <b>RL.K.10</b> , RF.K.1, <b>RF.K.2</b> , <b>RF.K.3</b> , <b>RF.K.4</b>	<b>SL.K.1</b> , <b>SL.K.2</b> , SL.K.4, SL.K.6	<b>L.K.1</b> , <b>L.K.2</b> , <b>L.K.4</b> , L.K.5, <b>L.K.6</b>

\*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Kindergarten Unit 5, <i>Becoming Avid Readers</i>			
Session	Reading Standards	Speaking & Listening Standards	Language Standards
1	RL.K.10 Actively engage in group reading activities with purpose and understanding.	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.	
2	RL.K.1 With prompting and support, ask and answer questions about key details in a 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.	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.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
3	RL.K.1 With prompting and support, ask and answer questions about key details in a 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.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
4	RL.K.1 With prompting and support, ask and answer questions about key details in a text.  RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .  L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.  L.K.6 Use words and phrases acquired through conversations, reading and being read to, and

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			responding to texts.
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>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	
6	<p>RL.K.4 Ask and answer questions about unknown words in a text</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</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>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.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 details</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>
7	<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.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10 Actively engage in group reading activities 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.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>	
8	<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>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>	

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	<p>RL.K.4 Ask and answer questions about unknown words in a text</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>		
9	<p>RI.K.1 With prompting and support, ask and answer questions about key details 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>	<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.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
10	<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>	<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</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>
11	<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.10 Actively engage in group reading activities 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.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
12	<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</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.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.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>

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	RF.K.4 Read emergent-reader texts with purpose and understanding.		
13	<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.4 With prompting and support, ask and answer questions about unknown words in a text.</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.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</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>
14	<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>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.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>	
15	<p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</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.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
16	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	

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	<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>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>		
17	<p>RL.K.1 With prompting and support, ask and answer questions about key details in 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>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>	
18	<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>	
Read-Aloud	<p>RL.K.1 With prompting and support, ask and answer questions about key details in 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, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</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>	

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	RL.K.10 Actively engage in group reading activities with purpose and understanding.		
Shared Reading	<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.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.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</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.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>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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> <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"> <li>● An avid reader is someone who loves reading so much they can hardly bear to stop reading.</li> <li>● Non-fiction reading is both for information and enjoyment, while fiction reading is more for enjoyment.</li> <li>● Readers choose books based on interest and difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>● What is an avid reader? How does a reader become one?</li> <li>● How do I choose books to read?</li> <li>● How is non-fiction reading different from fiction reading?</li> </ul>	<ul style="list-style-type: none"> <li>● Choose and read books independently.</li> <li>● Use phrasing and fluency while reading.</li> <li>● Use their voices while reading to convey emotion.</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> </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> </ul>	<p><b>Mentor Text</b>  <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"> <li>● <i>The Carrot Seed</i></li> <li>● <i>The Three Billy Goats Gruff</i></li> <li>● <i>Dragonflies</i></li> </ul> <p><b>Read-Alouds</b></p> <ul style="list-style-type: none"> <li>● <i>Not Norman (A Goldfish Story)</i> - Kelly Bennett</li> <li>● <i>Ish</i> - Peter Reynolds</li> <li>● <i>The Little Engine that Could</i> - Watty Piper</li> <li>● <i>Sing a Song of Popcorn</i></li> </ul>

<ul style="list-style-type: none"><li>● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.</li><li>● Provide checklists and reading progressions to assess and develop on-going reading goals.</li><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>● provide individualized copies of teaching charts</li><li>● provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning</li><li>● scaffold or stretch learning through the use of various strategies</li><li>● provide appropriate reading partners</li></ul>	<ul style="list-style-type: none"><li>● <i>Gossie</i> - Oliver Dunrea</li></ul>
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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](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.