

**Unit Overview**

“This unit will immerse your young readers in the world of informational reading for several weeks, giving them plenty of opportunity for repeated practice, and mastery of skills that are particular to reading nonfiction. This unit builds nicely off of the work of *Bigger Books, Bigger Reading Muscles* (Unit 4) and will provide the perfect opportunity for kids to apply all of the foundational skills they worked hard on in that unit (TCRWP User’s Guide Information.” In this unit we want the students to become self-directed learners by teaching them to think and speak in ways that help them make sense of their experiences, using particular words to talk about specific activities or places and modeling thinking as we look at new information. They will look at texts and their features to learn all about topics. However, most kindergarten students at this point will be reading more list type books (levels A-D), it will be important to emphasize the importance of learning from your books. This will mean teaching children to think about what their books are about and then reading closely, looking for new ideas, information, and vocabulary on every page.

For additional information regarding the unit please see TCRWP User’s Guide and Units of Study for Teaching Reading Kindergarten *If Then...Units Book*.

**Overarching Standards Aligning with Kindergarten Unit 6, *Growing Expertise in Little Books: Reading for Information***

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.K.2, W.K.8	<b>RI.K.1, RI.K.2, RI.K.3, RI.K.5, RI.K.6, RI.K.7, RI.K.10</b> , RF.K.3, RF.K.4	SL.K.1, SL.K.4, SL.K.6	L.K.1, L.K.4
2	W.K.2, W.K.8	RI.K.1, RI.K.2, RI.K.3, RI.K.4, <b>RI.K.6, RI.K.7</b> , RI.K.10	SL.K.1, SL.K.2	L.K.1, L.K.6
3	W.K.2, W.K.8	<b>RI.K.1, RI.K.2, RI.K.3</b> , RI.K.6, <b>RI.K.7</b> , RF.K.4	SL.K.1, <b>SL.K.2, SL.K.4</b> , SL.1.6	L.K.1
4	W.K.2, W.K.8	<b>RI.K.1, RI.K.2, RI.K.3, RI.K.5, RI.K.6, RI.K.7, RI.K.10,, RI.K.7</b> , RF.K.2, RF.K.3	SL.K.1, SL.K.2, <b>SL.K.3, SL.K.4</b> , SL.K.6	L.K.1
5	W.K.2, W.K.8	RI.K.1, RI.K.2, RI.K.3, RF.K.1, RF.K.2, RF.K.3, <b>RF.K.4</b>	SL.K.1, <b>SL.K.4, SL.K.6</b>	L.K.1
6	W.K.2, W.K.8	<b>RI.K.1, RI.K.2, RI.K.3</b> , RI.K.5, RI.K.6, RI.K.7, RI.K.10	SL.K.1, <b>SL.K.3, SL.K.4, SL.K.6</b>	L.K.1
7	W.K.2, W.K.8	<b>RI.K.1, RI.K.2, RI.K.3</b> , RI.K.6, <b>RI.K.7</b> , RF.K.4	SL.K.1	L.K.1, L.K.4
8	W.K.2, W.K.8	RI.K.1, RI.K.2, RI.K.3, <b>RI.K.4, RI.K.7, RF.K.2, RF.K.3</b> , RF.K.4	SL.K.1, <b>SL.K.6</b>	L.K.1, L.K.4
9	W.K.2	RI.K.1, RI.K.2, RI.K.3, <b>RI.K.4, RI.K.7</b> , RI.K.10, <b>RF.K.2, RF.K.3</b> , RF.K.4	SL.K.1, SL.K.6	L.K.1, <b>L.K.4</b> , L.K.6
10	W.K.2	RI.K.1, RI.K.2, RI.K.3, <b>RI.K.4, RI.K.5, RI.K.7</b> , RI.K.10	SL.K.1, SL.K.6	L.K.1, <b>L.K.4</b> , L.K.6
11	W.K.2, W.K.8	<b>RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.9</b>	SL.K.1, <b>SL.K.4</b> , SL.K.6	L.K.1, <b>L.K.4</b> , L.K.6
12	W.K.2	RI.K.1, RI.K.2, RI.K.3, RI.K.10, <b>RF.K.4</b>	SL.K.1, <b>SL.K.4, SL.K.6</b>	L.K.1, L.K.6
13	W.K.2, W.K.8	<b>RI.K.1, RI.K.2, RI.K.3</b> , RI.K.6, RI.1K7, RI.K.10	SL.K.1, <b>SL.K.3, SL.K.4</b> , SL.K.6	L.K.1, L.K.6
14	W.K.2	RI.K.1, RI.K.2, RI.K.3, RI.K.4, <b>RI.K.10</b> , RF.K.2, RF.K.3, <b>RF.K.4</b>	SL.K.1, SL.K.4, SL.K.6	L L.K.1, <b>L.K.4</b> , L.K.6

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

**Overarching Standards Aligning with Kindergarten Unit 6, *Growing Expertise in Little Books: Reading for Information***

Session	Reading Standards	Speaking & Listening Standards	Language Standards
1	<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>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.</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>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>		
2	<p>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.</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>		
3	<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.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.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	
4	<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>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and</p>	

**Unit 6 – Growing Expertise in Little Books: Reading for Information (If...Then...Book)**

*Reading Workshop: May/June*

	<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>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.</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>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>events and, with prompting and support, provide additional detail.</p>	
5	<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>	
6	<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.3 Ask and answer questions in order to seek help, get information, or clarify something that 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>	
7	<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.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>		
8	<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	

**Unit 6 – Growing Expertise in Little Books: Reading for Information (If...Then...Book)**

**Reading Workshop: May/June**

	<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>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>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>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>	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .
10	<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book</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>	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .
11	<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>	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
12	<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>

**Unit 6 – Growing Expertise in Little Books: Reading for Information (If...Then...Book)**

***Reading Workshop: May/June***

<p>13</p>	<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.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that 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>14</p>	<p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.4 Read emergent-reader texts 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>

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>● Informational text provides facts and details about a wide variety of historical, cultural, and scientific topics.</li> <li>● Reading informational text exposes readers to new information and ideas.</li> <li>● Authors use a variety of text structures to communicate information about a variety of topics in meaningful ways.</li> <li>● Readers have special strategies to help them understand information books.</li> <li>● Readers can get lots of information from all over the pages including text features.</li> <li>● Readers can learn more information about a topic by reading more than one book on the topic and think about how they teach the</li> <li>● same or different information.</li> </ul>	<ul style="list-style-type: none"> <li>● What are strategies that readers can use to examine and understand nonfiction texts?</li> <li>● How can I learn from all the parts of a book as I read?</li> <li>● How might partners talk with a partner to teach?</li> <li>● How can I take what I learn from one book and add it to what I learn from another book about the same topic?</li> </ul>	<ul style="list-style-type: none"> <li>● Choose and read books independently at high volumes.</li> <li>● Readers can read more than one book about a topic to compare and contrast.</li> <li>● Notice and identify additional information about nonfiction topics that are included in text features.</li> <li>● Develop flexibility for solving words in text</li> <li>● Talk with partners to share and teach what they have learned.</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> </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> </ul>	<p><b>Mentor Text/Read Aloud</b>  <i>Band books together that are on a similar topic</i></p> <ul style="list-style-type: none"> <li>● <i>Zoo Looking</i>, by Mem Fox</li> <li>● <i>Who Works at the Zoo?</i> by Sarah Russell</li> <li>● <i>Fishy Tales</i> (DK Readers series)</li> <li>● <i>Eating the Alphabet</i>, by Lois Ehlert</li> <li>● Wide variety of informational trade books</li> <li>● Scholastic News</li> </ul>

<ul style="list-style-type: none"><li>● Study text features for more information about a topic.</li><li>● Practice reading text sets on the same topic.</li><li>● Investigate vocabulary that is specific to a topic of expertise.</li><li>● Turn and Talk about information using the vocabulary that experts would use on the topic.</li><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>● Plan to celebrate the conclusion of classroom reading projects.</li><li>● Use technology in the reading classroom; for example, finding additional information on a topic</li></ul>	<ul style="list-style-type: none"><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><li>● scaffold or stretch learning through the use of various strategies</li><li>● provide appropriate reading partners</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.