Unit Rationale

Our biggest hope for September is that all children finish this first unit with a confident sense of reading identity. “Yes, I am a reader!” they’ll say emphatically by the time the first unit wraps up. They’ll be able to say this because by the end of the unit, they will, in fact, have at least several texts they can read. They’ll have authors they love, they’ll have books they call their favorites, and they’ll have friends they gather to look at the newest addition to the classroom library or to muse over the illustrations in the gory insect book.

Teachers will support students read emergent-reader texts with purpose and understanding. Teachers will want kids to see, experience and understand how books are filled with information and stories that they can read. To achieve the hopes and goals of this unit, teachers will want to be sure to provide students time with texts that are engaging, and that within each classroom, there is an instructional environment where students learn to love to read while they also learn how to read. In other words, kindergarten teachers know that teaching kids how to read and inspiring kids to love reading are inseparable and indistinguishable goals, right from the start. Teachers will guide and support students to acquire and practice skills that include book handling skills, concepts about print, phonemic awareness, phonics, and strategies for meaning-making, word-solving, and fluency. Finally, teachers will want to help students build relationships around reading, so that the classroom becomes a community in which it’s safe to take risks, to share ideas, and to ask for help.

Essential Questions

How can I find books I love, read them over and over again, and have lots of reading adventures all by myself and with a partner?

Guiding Questions

How can I create a supportive classroom environment, structure time for reading across several parts of the day, and provide students with multiple opportunities to experience text that will allow them to identify as readers?

How can I support kindergarten readers to do lots of work with words and pictures so that they enjoy their books?

How can I teach students to share their reading of pictures and perhaps words with a buddy through book talks and performances?

Common Core Standards and Indicators

NY: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, NY: Kindergarten, Reading: Literature
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

- 10. Actively engage in group reading activities with purpose and understanding.

NY: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5,
NY: Kindergarten, Reading: Foundational Skills
Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
   - a. Follow words from left to right, top to bottom, and page by page.

Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   - a. Recognize and produce rhyming words.

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
   - a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
   - Read emergent-reader texts with purpose and understanding.

Content

Skills

Key Terms/Vocabulary

Sequenced Learning Plans/Mini Lessons

**Guiding Question:**
How can I create a supportive classroom environment, structure time for reading across several parts of the day, and provide students with multiple opportunities to experience text that will allow them to identify as readers?

**Bend One:** Let the Reading Adventures Begin
   - Readers, I want to teach you that as you get ready a reading adventure, you'll want to pick a book, look at the cover and think about what’s going on.
   - Readers, you can think more about your books when you look at the front

Assessments

**Concepts About Print Assessment**
**Formative:** DOK 2 Basic Application: Performance: Skill Demonstration
This assessment can be done during the first weeks of school/unit and then again as a post unit assessment. Teachers can also watch students throughout the unit during shared reading and independent reading to notice the concepts about print that students are practicing and mastering.

**Letter ID and Sound Recognition Assessment**
**Formative:** DOK 1 Recall: Performance: Skill Demonstration
cover, and then turn the pages and look at the pictures on the left side of the page and then the right side of the page.

- Readers I want to teach you that you can hunt for things in your books while you are on a reading adventure. You can be the kind of kid who always finds something in your books, the kid who is the expert about something. For example, when Davis read this book, he said, "Hey, the words "My dad" are on each page! Look at this." Then he went in and checked to make sure. Next thing I knew, he put a sticky note on his book and wrote 'my dad' on the sticky note. It was like he was warning the next people to read this book that they'll find 'my dad' on each page! That's so cool."

- Readers, you can have another kind of adventure in your books. You can also have pretending adventures, where you can study the pictures and then pretend to be the characters. You can do this with some of our familiar big books or read aloud books.

Guiding Question:
How can I support kindergarten readers to do lots of work with words and pictures so that they enjoy their books?

Bend Two: Kindergarten readers to do lots of work with words and pictures so that they enjoy their books.

Guiding Question:
How can I teach students to share their reading of pictures and perhaps words with a buddy through book talks and performances?

Bend Three:

Resources

Differentiated Instructions: Small Group

Finding opportunities for small group instruction is essential for all of your kindergarten children, right from the start.

- You'll likely have a group of conventional readers whom you gather to do a guided
You’ll likely have a group of conventional readers whom you gather to do a guided reading with instructional level texts.

- You’ll likely have other groups that you’ll meet for strategy lessons on topics as varied as the following:
  - one-to-one match.
  - phonemic awareness.
  - letter recognition.
  - letter-sound relationships.

Teachers can use a variety of methods to teach the small groups mentioned above including small group shared reading, letter recognition activities featured in Words Their Way 4th Edition, and reciting familiar poems and songs for students who need support with phonemic awareness.