

Unit Overview

This unit is designed as an introduction to reading workshop. The unit enables students to learn the routines and procedures. This unit invites children to feel and act like readers. The goal is for children to finish this unit with a confident sense of reading identity. Students will see, experience, and understand how books are filled with information and stories that they can read and share with others. Through this unit, they will learn to love to read while they also learn how to read. Children will learn concepts-of- print as well as receive an introduction to good reading habits.

Teachers will need a class library filled with familiar texts, emergent texts, shared reading books, back-to-school books, and books about family and friends. One of the first things to assess will be children's' concepts of print to identify which children know that books are read from front to back, left to right, top to bottom, and that readers read the words. Teachers are checking knowledge of sentences, words, and letters. Correspondingly, teachers will support emerging readers as they learn about locating the front and back of the book, finding the first page and turning the pages, reading the pictures, pointing under (not on top of) the words as they read, and reading the words from left to right. Children can learn to notice and name what is on the pages, they can look at a picture thinking, "What does this page say?" to generate stories to accompany these pictures. Through shared reading, shared writing, interactive writing and word study, the teacher will be modeling the conventions of reading daily for your students. This will also help the teacher assess where students are in their reading lives and plan your next steps of instruction accordingly.

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 1.

Overarching Standards Aligning with Kindergarten Unit 1, *We Are Readers*

| Session | Writing Standards | Reading Standards | Speaking & Listening Standards | Language Standards |
|----------------|---------------------|---|---|---|
| 1 | W.K.2, W.K.3 | RF.K.1, RF.K.2, RF.K.3, RF.K.4 | SL.K.1 | L.K.1, L.K.2, L.K.5 , L.K.6 |
| 2 | W.K.2 | RI.K.1, RI.K.2, RI.K.3 , RI.K.5, RI.K.7 , RI.K.10, 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.2 | RI.K.1, RI.K.2, RI.K.3, RI.K.4 | SL.K.1, SL.K.4, SL.K.6 | L.K.1, L.K.2 |
| 4 | W.K.2 | RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7 , RF.K.1, RF.K.2, RF.K.3, RF.K.4 | SL.K.1, SL.K.6 | L.K.1, L.K.2 |
| 5 | W.K.2, W.K.8 | RI.K.1, RI.K.2, RI.K.3 , RI.K.4, RI.K.5, RI.K.7, RF.K.1, RF.K.4 | SL.K.1, SL.K.6 | L.K.1, L.K.2, L.K.6 |
| 6 | W.K.2, W.K.8 | RI.K.1, RI.K.2, RI.K.3, RI.K.4 , RI.K.5, RI.K.7 | SL.K.1, SL.K.4 | L.K.1, L.K.2, L.K.6 |
| 7 | W.K.2, W.K.8 | RI.K.1, RI.K.2, RI.K.3 , RI.K.4, RI.K.5, RI.K.7, RF.K.4 | SL.K.1, SL.K.4 , SL.K.6 | L.K.1, L.K.2, L.K.6 |
| 8 | W.K.2, W.K.8 | RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7 , RI.K.10, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | SL.K.1, SL.K.4, SL.K.6 | L.K.1, L.K.2, L.K.6 |
| 9 | W.K.2, W.K.8 | RF.K.1, RF.K.2, RF.K.3, RF.K.4 | SL.K.1, SL.K.6 | L.K.1, L.K.2, L.K.6 |
| 10 | W.K.3 | RL.K.1, RL.K.2, RL.K.3 , RL.K.5, RL.K.7 | SL.K.1, SL.K.4, SL.K.6 | L.K.1, L.K.2, L.K.6 |
| 11 | W.K.2, W.K.3, W.K.8 | RI.K.1, RI.K.2, RI.K.3, RI.K.7, RF.K.4 , RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7 , RL.K.9, RL.K.10 | SL.K.1, SL.K.4 , SL.K.6 | L.K.1, L.K.2, 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, 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 |
| 13 | W.K.2, W.K.3, W.K.8 | RL.K.1, RL.K.2, RL.K.3, RL.K.4 , RL.K.7, RL.K.10, RF.K.4 , RI.K.1, RI.K.2, RI.K.3 | SL.K.1, SL.K.4 , SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.6 |
| 14 | W.K.2, W.K.3 | RL.K.1, RL.K.2, RL.K.3 , RL.K.4, RL.K.7, RF.K.1, RF.K.2, RF.K.3, RF.K.4 , RI.K.1, RI.K.2, RI.K.3 | SL.K.1, SL.K.4 , SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.6 |
| 15 | W.K.2, W.K.3 | RL.K.1, RL.K.2 , RL.K.3, RL.K.7, RL.K.9, RL.K.10 , RF.K.4, RI.K.2 | SL.K.1, SL.K.4, SL.K.6 | L.K.1 , L.K.2, L.K.4, L.K.6 |
| 16 | W.K.2, 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 , RI.K.2 | SL.K.1, SL.K.4, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.6 |
| 17 | W.K.3 | RL.K.1, RL.K.2, RL.K.3, RL.K.4 , RL.K.7, RF.K.1, 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 |
| 18 | W.K.2, W.K.3 | RL.K.1, RL.K.2 , RL.K.3, RL.K.4, RL.K.7, RF.K.1, RF.K.2, RF.K.3, RF.K.4 , RI.K.2 | SL.K.1 , SL.K.2, SL.K.3, SL.K.4, SL.K.6 | L.K.1, L.K.2, L.K.4 , L.K.6 |
| 19 | W.K.2, W.K.3 | RL.K.1, RL.K.2, RL.K.3, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.10, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | SL.K.1, SL.K.6 | L.K.1, L.K.2, L.K.6 |
| Read-Aloud | W.K.3 | RL.K.1, RL.K.2, RL.K.3 , RL.K.4, RL.K.7 , RL.K.9, RL.K.10, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | SL.K.1, SL.K.4 , SL.K.6 | L.K.1, L.K.2, 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.7 , RL.K.10, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | SL.K.1 , SL.K.2, SL.K.3, SL.K.4, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.6 |

| Overarching Standards Aligning with Kindergarten Unit 1, <i>We Are Readers</i> | | | |
|--|---|---|--|
| Session | Reading Standards | Speaking & Listening Standards | Language Standards |
| 1 | <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>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.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> |
| 2 | <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> | | |
| 3 | <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> | | |
| 4 | <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> <p>RF.K.4 Read with sufficient accuracy and fluency to support comprehension.</p> | | |
| 5 | <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>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.4 Read with sufficient accuracy and fluency to support comprehension.</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>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> |

Kindergarten Unit 1 - We Are Readers

Reading Workshop: Oct./Nov.

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| | RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. | | |
| 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>RF.K.4 Read with sufficient accuracy and fluency to support comprehension.</p> | SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | |
| 8 | <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, 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>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 with sufficient accuracy and fluency to support comprehension.</p> | | |
| 9 | <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 with sufficient accuracy and fluency to support comprehension.</p> | SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. | |
| 10 | <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> | | |
| 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> | SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | |

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Reading Workshop: Oct./Nov.

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| | <p>RL.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.4 Read with sufficient accuracy and fluency to support comprehension.</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> | | |
| 12 | <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>RF.K.4 Read with sufficient accuracy and fluency to support comprehension.</p> | | |
| 13 | <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>RF.K.4 Read with sufficient accuracy and fluency to support comprehension.</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> |
| 14 | <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>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>RF.K.4 Read with sufficient accuracy and fluency to support comprehension.</p> | <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> | |
| 15 | <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</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.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> | <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> |

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| | <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> | <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> |
| 16 | <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <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.4 Read with sufficient accuracy and fluency to support comprehension.</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> |
| 17 | <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>RF.K.4 Read with sufficient accuracy and fluency to support comprehension.</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.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> |
| 18 | <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</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.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>RF.K.4 Read with sufficient accuracy and fluency to support comprehension.</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.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> |
| 19 | <p>RF.K.4 Read with sufficient accuracy and fluency to support comprehension.</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.2 With prompting and support, retell familiar stories, including key details.</p> | <p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i></p> | <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on</p> |

Kindergarten Unit 1 - We Are Readers

Reading Workshop: Oct./Nov.

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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.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.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>RF.K.4 Read with sufficient accuracy and fluency to support comprehension.</p> | <p>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><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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| Shared Reading | RL.K.2 With prompting and support, retell familiar stories, including key details. 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). RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.4 Read with sufficient accuracy and fluency to support comprehension. | 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. | |
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| Enduring Understandings | Essential Questions | Performance Expectations |
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| <ul style="list-style-type: none"> Books are filled with information we can read in different ways. Books are meant to be shared - it helps us understand them better. Reading workshop is a safe and fun place to explore and read books. | <ul style="list-style-type: none"> What does reading workshop look and feel like? How do we read and enjoy books? How do readers share what they've read? | <ul style="list-style-type: none"> Read a book from cover to cover at the appropriate reading level Understand how to use the classroom library |
| 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. 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. | <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 provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning | <p>Mentor Text</p> <ul style="list-style-type: none"> <i>Brown Bear, Brown Bear</i> - Eric Carle <i>What's for Lunch?</i> - Eric Carle <i>The Farm Concert</i> - Joy Cowley <i>Mrs. Wishy Washy</i> - Joy Cowley <i>Wave</i> (or other wordless picture books to build story) <p>Read-Alouds</p> <ul style="list-style-type: none"> <i>Caps for Sale</i> - Esphyr Slobodkina <i>Corduroy</i> - Don Freeman <i>The Three Bears</i> - Robert Southey <i>The Mitten</i> - Jan Brett <i>Stellaluna</i> - Janell Cannon <i>The Hungry Caterpillar</i> - Eric Carle <i>The Carrot Seed</i> - Ruth Krauss <i>Goodnight Moon</i> - Margaret Wise Brown <i>Mike Mulligan and the Steam Shovel</i> - Virginia Lee Burton <i>Three Billy Goats Gruff</i> - Paul Galdone |

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| <ul style="list-style-type: none">● 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">● 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 | | |
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| 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.