

Kindergarten Optional Unit 2 - Emergent Reading

Reading Workshop: 3 weeks Nov.

Unit Overview

This unit is designed as a follow-up unit to *We Are Readers* unit of study for reading workshop. The purpose of our optional Emergent Reading unit is to provide students with extra support and practice with deeper understanding of a story and to develop a stronger sense of language of text. Students' willingness to read will be strengthened, as well as their confidence when approaching books. **This three-week unit is designed to extend Unit 1, Building Good Reading Habits, and may not be used every year based on student achievement and need.** This unit will support students who struggle with emergent literacy concepts about print, who are still working on determining the difference between letters and words, one-one matching, developing phonemic awareness or learning letter names and sounds.

The first bend (about one week) in this unit boosts children's ability to think more deeply about characters and plot. Rereading high-interest engaging stories will build common experiences where children may be lacking. Rereading emergent storybooks helps to increase receptive language skills, vocabulary, and a sense of how stories go. The essential question for this bend is: How will close repeated reading help me sound like a storyteller? The second bend (about one week) is where children will learn that studying pictures helps them understand more. Labeling pictures, using developmental spelling, and using more than one word to describe something are developed. In Bend III (about one week) children learn to talk to others about what they read. They will mark important spots with post-its and share, asking questions to partners and encourage re-enacting parts of books.

In this unit writing is used to help strengthen and develop the early concepts of literacy. Children will work with the teacher to write familiar texts they can read during reading workshop. They will learn to use bits of writing to label the pictures in the books they read.

In this unit children will independently read books that have been read to them several times during both read-aloud and shared-reading time. Through repeated reading, students will begin to approximate accurate reading by storytelling with the pictures, with the story formed more and more completely each time. They will learn to use pictures as clues and to label them. Young readers will have conversations about these books with reading partners.

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

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Overarching Standards Aligning with Kindergarten Unit 2, <i>Emergent Reading</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	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,	SL.K.1, SL.K.2, SL.K.4, SL.K.6	L.K.1, L.K.2, L.K.6
3		RI.K.1, RI.K.3, RI.K.4	SL.K.1, SL.K.4, SL.K.6	
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,	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,, RF.K.1, RF.K.2, RF.K.3		L.K.1, L.K.2, L.K.6
9	W.K.2,	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		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
12		RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RF.K.4		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,	L.K.1 L.K.6
15	W.K.2, W.K.3	RL.K.1, RL.K.2, 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		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	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.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, 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.4, 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

*Bold indicates Priority Standards that are a major emphasis

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Overarching Standards Aligning with Kindergarten Unit 2, <i>Emergent Reading</i>			
Session	Reading Standards	Speaking & Listening Standards	Language Standards
1	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.	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.	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
2	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 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).		
3	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.		
4	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.5 Identify the front cover, back cover, and title page of a book. 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). RF.K.4 Read with sufficient accuracy and fluency to support comprehension.		
5	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.4 Read with sufficient accuracy and fluency to support comprehension.		
6	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.		
7	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RF.K.4 Read with sufficient accuracy and fluency to support comprehension.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
8	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.4 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 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). 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.		
9	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.6 Speak audibly and express thoughts, feelings, and ideas clearly.	
10	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. 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).		
11	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	

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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>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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	RL.K.10 Actively engage in group reading activities with purpose and understanding. RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
16	RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.4 Ask and answer questions about unknown words in a text. RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.4 Read with sufficient accuracy and fluency to support comprehension.		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.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
17	RL.K.4 Ask and answer questions about unknown words in a text. 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. 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> .
18	RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.4 Ask and answer questions about unknown words in a text. 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. 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> .
19	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. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	

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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>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>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.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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Shared Reading	<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</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>	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
<ul style="list-style-type: none"> • How do we read emergent stories? • How can we make it sound like a story? • What kind of talk can we have with our partners about emergent story books? • How might a reader read a storybook like a storyteller? (work on fluency and expression) 	<ul style="list-style-type: none"> • We read emergent storybooks with purpose and understanding. • Readers can retell their books while making it sound like a story. • Readers can talk with their partners about the connections that they have between their books. • We can read and story tell our texts in many different fun ways like a storyteller 	<ul style="list-style-type: none"> • Grow a deeper understanding of the story • Develop a stronger sense of the language of text. • Build a sense for how stories go, as well as their literary language and expression. • Introduce story elements such as characters and plot.
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 story elements such as characters and plot. • 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. 	<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</p> <ul style="list-style-type: none"> • <i>Caps for Sale</i> by Esphyr Slobodkina • <i>Harry the Dirty Dog</i> by Gene Zion • <i>Bunny Cakes</i> by Rosemary Wells • <i>Corduroy</i> by Don Freeman • <i>Mike Mulligan and His Steam Shovel</i> by Virginia Lee Burton • variations of <i>The Three Bears</i> • <i>The Farm Concert</i> Joy Cowley • <i>Dan, the Flying Man</i> Joy Cowley • <i>Hairy Bear</i> by Joy Cowley. <p>Read-Alouds</p>

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<ul style="list-style-type: none">• 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	<p><i>Teacher selection: See the Emergent Reading TCRWP User's Guide for Suggestions on:</i></p> <ul style="list-style-type: none">• Gather emergent storybooks to read aloud as well as texts to use for shared reading.
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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 (review for growth)● 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

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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.