

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

Learning a variety of print strategies helps students become flexible word solvers as they continue moving towards conventional reading.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Begin to develop a variety of print strategies
- Begin to increase reading stamina
- Build a collection of high frequency words

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Taking a picture walk before reading to gather information about a book
- Taking a picture walk to help think about words that may be in the book
- Making predictions
- Using the pictures to help figure out unknown words
- Modeling a variety of print strategies
 - Looking at the picture and thinking about the story and what would make sense
 - Using the beginning letter sound, checking the picture and thinking about what would make sense
 - Using the pattern to recognize unfamiliar words
- Listening for repetitive word patterns and using those patterns to read texts fluently
- Pointing to the words (one to one match)
- Checking for meaning
 - Asking, Does that make sense?
 - Checking the picture to see if what was read makes sense
- Introducing high frequency words
- Rereading texts for a variety of purposes
 - Recognizing and reading sight words with automaticity
 - Rereading for fluency (e.g., rate, expression, intonation)
 - Rereading to deepen comprehension
- Sharing opinions (e.g., favorite part, character, text) about books read and giving reasons to support thinking
- Celebrating the unit. Possibilities may include but are not limited to the following:
 - Share and chart the new learning for each student during the unit. Chart responses alongside student photos.
 - Distribute individual ring of sight words for each student.
 - Share bookmarks of reading strategies readers use. Have visuals for each strategy.

Notes/Tips:

- Each day students will spend time independently reading for a **minimum** of 7 min. and reading with a partner for 5 min.
- Daily shared reading is an essential balanced literacy component teachers use to model print strategies repeatedly. Choose simple, pattern big books with strong picture support to read together and teach beginning print strategies during daily shared reading. (Recommended publishers for emergent and early leveled big books include Wright Group and National Geographic.)
- Shared reading and independent reading should be part of the daily instructional schedule so that students have many opportunities to see the various print and comprehension strategies modeled as well as daily opportunities to practice the strategies during independent reading.
- Choose simple, patterned texts to demonstrate predicting during reading workshop minilessons. Brand New Readers, (sets of four texts about a character that span the emergent reading levels) are an excellent resource for teaching the various comprehension strategies during minilessons throughout the year. (Brand New Readers are available at Barnes and Noble, Amazon as well as Candlewick Press.)
- Model and review print strategies repeatedly across the other balanced literacy components including interactive writing, shared writing, morning meeting message, small group instruction, etc.
- Make books with students that have repeating patterns and high frequency words (We saw a...There was a...We like to...) based on class experiences. Use chart paper to create books. Read and reread the texts as part of shared reading.
- To support students who have difficulty mastering one on one, it is helpful to make pointers for them to use while reading. Teachers often have students decorate the pointers (i.e., tongue depressors) as a way to motivate students.
- Continue to encourage students to read the environmental print (signs, labels, schedule, messages) posted around the classroom and school. (See writing calendar for additional notes/tips about labeling classroom as part of daily interactive writing.)
- Begin to collect high frequency words that have been studied and introduced to the entire class and post them on the class word wall. Refer to these words during morning message, shared reading, interactive writing to develop student automaticity in reading and writing the words. (Effective word walls are at student level, interactive using Velcro/magnetic tape. Students can select words from word wall during shared reading, interactive writing and independent writing and will be highly motivated if they are able to “remove” a word from the word wall.)
 - To support students in reading and writing high frequency words with automaticity, many teachers in addition to the word wall, create a ring of cards (each card has a high frequency word) for each individual student. Data gathered from the high frequency word list assessment (see Literacy Assessment Framework) is used to determine each student’s set of high frequency cards. Students practice reading their ring of cards during independent reading as well as during transition times.
- Some teachers use the story of *Goldilocks and The Three Bears* to help students understand the concept of just right books as compared to those that are too hard or too easy.
- During daily interactive read alouds students should be frequently turning and talking as a way to successfully prepare students for reading partner conversations.
- Make sure to read aloud both fiction and nonfiction texts during read aloud and shared reading as a way to expose students to a range of genres.
- Book baggies for independent reading should include a few emergent storybooks, copies of familiar songs/poems shared during shared reading, label books, concept books, individualized rings/lists of high frequency words as well as simple leveled texts (informal running records and conferences can be used to determine reading levels). Since students shop for books on a weekly basis, they need a range and healthy supply of books (8-12). On the same note, teachers need to model the importance of rereading texts over and over so that students will transfer this reading habit to independent reading.
- Have students select “just right reading spots” – a place where they will be able to do their best independent reading everyday. It is recommended that students have the same reading spot everyday to promote independence and ensure students spend time reading rather than looking for a place to read.
- Any class charts created to support the work of reading workshop should be read and reread multiple times during shared reading so that students are familiar with the resources and able to use them independently as needed. All charts should include visuals.
- Online websites some kindergarten teachers have found helpful include Reading A-Z and Pebble Go.

2014-2015 Grade K Reading Units of Study

- To view **Grade K archived artifacts for the unit please visit the Grade K reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/kindergarten>,

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Teachers College Reading and Writing Project Kindergarten Reading Curriculum Calendar 2010–2011*
- *The Complete Year in Reading and Writing: Grade K* by Karen McNally and Pam Allyn (Chapter 3, pp. 64–73)
- *Growing Readers* by Kathy Collins (Chapter 5, pp. 114-150)
- *The Continuum of Literacy Learning K-2* by Irene Fountas and Gay Su Pinnell
- *Month-by-Month Reading, Writing, and Phonics for Kindergarten: Systematic, Multilevel Instruction for Kindergarten* by Dorothy Hall and Patricia Cunningham
- *Phonemic Awareness in Young Children* by Marilyn Jager Adams
- *Perspectives on Shared Reading: Planning and Practice* by Bobbi Fisher
- *Read It Again!: Revisiting Shared Reading* by Brenda Parkes