

## Kindergarten Reading

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|--|---------------------------------|
| <b>Curriculum/Content Area:</b> Reading  | <b>Course Length:</b> One Year  |
| <b>Course Title:</b> Kindergarten Literacy   | <b>Date last reviewed:</b> 2013 |
| <b>Prerequisites:</b> N/A  | <b>Board approval date:</b>     |
| <p><b>Primary Resource:</b> Teachers College Readers and Writers Project</p> <p><i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p> |                                 |

## Desired Results

**Course description and purpose:** In kindergarten, students will begin to establish their identities as readers while they build the foundational skills for reading. Students will develop concepts of print, phonemic awareness, phonics, and the knowledge necessary to use story language to support their approximations of reading. Students will learn strategies that help them search for meaning, use picture clues, work on fluency, and communicate meaning. Students will attempt more difficult books with greater independence and use reading strategies to read with more accuracy, fluency, and comprehension. Students will role-play their way into being the readers you want them to become. They pay close attention to characters, setting, and plot while reading fictional stories, become experts in nonfiction topics as they read together in clubs, and play with rhyme and rhythm while reading poetry.

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| <b>Priority Standards - Anchor Standards</b>  |
| <p><b><u>Wisconsin Standards for English Language Arts</u></b></p> <p><b>WI.ELA.R1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p><b>WI.ELA.R4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i></p> <p><b>WI.ELA.R10:</b> Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p><b>WI.ELA.W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p><b>WI.ELA.SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <i>K-12</i></p> <p><b>WI.ELA.L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>K-12</i></p> <p><b>WI.ELA.F1-Print Concepts:</b> Demonstrate understanding of the organization and basic features of print <i>K-1</i></p> <p><b>WI.ELA.F2-Phonological Awareness:</b> Demonstrate understanding of spoken words, syllables, and</p> |

sounds (phonemes) *K-1*

**WI.ELA.F3-Phonics and Word Recognition:** Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

**WI.ELA.F4-Fluency:** Read with sufficient accuracy and fluency to support comprehension. *2-5*

## Priority Standards - Kindergarten

### **Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** With prompting and support, ask and answer questions about key details in text.

**WI.ELA.R4:** Ask and answer questions about unknown words in a text.

**WI.ELA.R10:** Actively engage in group reading activities with purpose and understanding.

**WI.ELA.W4:** *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**WI.ELA.SL1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

**WI.ELA.F1:** Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

**WI.ELA.F2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  
**WI.ELA.F4:** Read emergent-reader texts with purpose and understanding.

**Unit 1 - Creating a Community of Readers: Getting to Know Ourselves and Each Other as Readers**

**Enduring Understandings**

1. We are all readers.
2. We develop strong reading habits.
3. We engage with others around books/text.
4. We understand print communicates ideas and informs readers.
5. We understand that pictures add meaning to a story.

**Essential Questions**

1. What habits can help me become a reader?
2. How does talking about books help me become a reader?
3. What books do I enjoy looking at and reading?
4. What is the purpose of print?
5. How do the pictures and words work together to tell the story?
6. How do readers engage with and respond to a story?

**Standards**

**WI.ELA.R1:** With prompting and support, ask and answer questions about key details in text.

**WI.ELA.R10:** Actively engage in group reading activities with purpose and understanding.

**WI.ELA.SL1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

**WI.ELA.F1:** Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

**WI.ELA.F4:** Read emergent-reader texts with purpose and understanding.

**Supporting Standards:**

**WI.ELA.R7** 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).

## Learning Targets

I can ask questions about the important parts of the text with help from my teacher and friends. (R.K.1)  
I can answer questions about the important parts of the text with help from my teacher and friends. (R.K.1)

- *Bend 3 Readers Have Lots of Ways to Read*

I can use the illustrations to tell the story. (R.K.7)

- *Bend 3 Readers Have Lots of Ways to Read*
- *Bend 4 Readers Can Share Books With Each Other*

I can listen to and understand books with my class.(R.K.10)

I can read and understand books with my class.(R.K.10)

- *Bend 2 Readers Can Find Books They Want to Read*
- *Bend 3 Readers Have Lots of Ways to Read*
- *Bend 4 Readers Can Share Books With Each Other*

I can talk with my friends and teachers about lots of different things. (SL.K.1)

I can take turns when I talk with my friends and teachers. (SL.K.1)

- *All Bends in Unit*

I can produce and expand complete sentences in shared language activities. (L.K.1f)

- *Bend 3 Readers Have Lots of Ways to Read*
- *Bend 4 Readers Can Share Books With Each Other*

I can open a book and know where to start and where to go next. (F.K.1a)

- *Bend 1 Readers Take Care of Each Other and They Take Care of Their Books*

I can understand the books I read. (F.K.4)

- *Bend 3 Readers Have Lots of Ways to Read*

## Assessment Evidence

### Performance Assessment Options

*May include, but are not limited to the following:*

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### Other assessment options

*May include, but are not limited to the following:*

## Digital Tools & Supplementary Resources

## Unit 2 - We Are Readers

### Enduring Understandings

1. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.

### Essential Questions

1. How can I learn to read books “as best I can” both by myself and with friends during the whole reading time?

2. How to interpret words and phrases and to consider how word choice shapes meaning and tone of text.
3. Read complex literary and informational texts independently and proficiently.

2. How can I start to read the picture on the cover and think, "What is this book about?" and then read the pages and think, "How do these pages go with the cover?"
3. How can I learn lots of ways to read with a friend?
4. How can my friend and I get into great talks about books?
5. How can I see more interesting things in a book because I'm going to share it with my friend?

## Standards

### **Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** With prompting and support, ask and answer questions about key details in text.

**WI.ELA.R4:** Ask and answer questions about unknown words in a text.

**WI.ELA.R10:** Actively engage in group reading activities with purpose and understanding.

**WI.ELA.SL1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

**WI.ELA.F1:** Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

**WI.ELA.F2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with //, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major

vowels.

- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**WI.ELA.F4:** Read emergent-reader texts with purpose and understanding.

**Supporting Standards:**

**WI.ELA.R2** With prompting and support, identify the main topic and retell key details of a text.

**Learning Targets:**

I can ask questions about the important parts of the text with help from my teacher and friends. (R.K.1)

I can answer questions about the important parts of the text with help from my teacher and friends. (R.K.1)

- *Bend 1 Session 2: Readers read books to learn about the world.*
- *Bend 1 Session 5: Readers reread.*
- *Bend 1 Session 6: Readers reread a book by putting all the pages together.*
- *Bend 1 Session 7: Readers reread to rethink.*
- *Bend 1 Session 8: Rereading helps readers learn from words in books, too.*
- *Bend 2 Session 11: Readers work hard to make the words they read match the page they are reading.*
- *Bend 2 Session 12: Readers know how to get their own old favorite storybooks.*
- *Bend 2 Session 14: Readers reread old favorites, remembering to say more and more of the story.*
- *All Sessions in Read Aloud*
- *Shared Reading Session 1*

I can tell the main topic and details of a non-fiction book. (R.K.2)

- *Bend 1 Session 2: Readers Read by Themselves and with Others*
- *Bend 1 Session 5: Readers Reread!*
- *Bend 1 Session 6: Readers Reread a Book by Putting All the Pages Together*
- *Bend 1 Session 7: Readers Reread to Rethink*

I can ask questions about words I don't know yet. (R.K.4)

I can think and talk about words I don't know yet. (R.K.4)

- *Bend 1 Session 3: Readers read by themselves and with others.*
- *Bend 1 Session 4: Readers read a book cover to cover.*
- *Bend 1 Session 6: Readers reread a book by putting all the pages together.*
- *Bend 1 Session 8: Rereading helps readers learn from words in books, too.*
- *Bend 2 Session 11: Readers work hard to make the words they read match the page they are reading.*
- *Bend 2 Session 12: Readers know how to get their own old favorite storybooks.*
- *Bend 2 Session 13: Readers use exact character words*
- *Bend 2 Session 16: Readers use more and more words that are exactly the same as their old favorites.*
- *Bend 2 Session 17: Readers can point to and read some words in their old favorites.*
- *Bend 2 Session 18: Readers work with their partners, using all they know, to read old favorites.*
- *Shared Reading Session 1*

I can listen to and understand books with my class.(R.K.10)

I can read and understand books with my class.(R.K.10)

- *Bend 2 Session 15: Readers use special connecting words to put storybook pages together.*
- *All Sessions in Read Aloud*
- *Shared Reading Session 1*

I can talk with my friends and teachers about lots of different things. (SL.K.1)

I can take turns when I talk with my friends and teachers. (SL.K.1)

- *All sessions in unit*
- *All session in Read Aloud*
- *All sessions in Shared Reading*

I can produce and expand complete sentences in shared language activities. (L.K.1f)

- *Bend 2 Session 15: Readers use special connecting words to put storybook pages together.*
- *All sessions in Read Aloud*
- *All sessions in Shared Reading*

I can open a book and know where to start and where to go next. (F.K.1a)

- *Bend 1 Session 4: Readers read a book from cover to cover*
- *Bend 1 Session 5: Readers reread.*
- *All Sessions in Shared Reading*

I can show the words that tell the story in a book. (F.K.1b)

- *Bend 1 Session 8: Rereading helps readers learn from words in books, too.*
- *Bend 2 Session 17: Readers can point to and read some words in their old favorites.*
- *Shared Reading Session 3*

I can show where one word ends and the next word starts. (F.K.1.c)

- *Bend 2 Session 17: Readers can point to and read some words in their old favorites.*
- *All Sessions in Shared Reading*

I can say when words rhyme. (F.K.2a)

I can make words rhyme. (F.K.2a)

- *All Sessions in Shared Reading*

I can say the beginning sound of a word. (F.K.2c)

- *Shared Reading Session 3*

I can point to a letter and say the sound it makes. (Consonants) (F.K.3a)

I can read some high frequency words when I see them. (F.K.3c)

- *All Sessions in Shared Reading*

I can understand the books I read. (F.K.4)

- *All Sessions in Unit*
- *All Shared Reading Sessions*
- *All Read Aloud Sessions*

### Assessment Evidence:

#### Performance Assessment Options

*May include, but are not limited to the following:*

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#### Other assessment options

*May include, but are not limited to the following:*

- 

### Digital Tools & Supplementary Resources

### Recommended Mentor Texts:

- **Three Billy Goats Gruff** by Paul Galdone
- **The Carrot Seed** by Ruth Krauss
- **The Beetle Alphabet** by Jerry Pallotta and David Biedrzycki
- **Mrs. Wishy-Washy** by Joy Cowley

### Unit 3-Emergent Reading: Looking Closely at Familiar Texts

| Enduring Understandings  | Essential Questions   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Studying the pictures closely will help you notice more in their stories.</li> <li>2. Read text and share what was read with others</li> <li>3. Use questions and prompts to grow conversations with others</li> </ol> | <ol style="list-style-type: none"> <li>1. How can I read and look closely at books that people have read to me over and over, and read those same books in ways that not only help me to see more, but bring the stories to life?</li> <li>2. How can I notice more and more in the books I read, and sound more and more like a storyteller?</li> <li>3. How can I use print to read, notice details, and understand my books?</li> <li>4. How can I read and have conversations about familiar books that help me understand them even better?</li> </ol> |

#### Standards:

##### **Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** With prompting and support, ask and answer questions about key details in text.

**WI.ELA.R4:** Ask and answer questions about unknown words in a text.

**WI.ELA.R10:** Actively engage in group reading activities with purpose and understanding.

**WI.ELA.W4:** *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**WI.ELA.SL1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

**WI.ELA.F2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with //, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**WI.ELA.F4:** Read emergent-reader texts with purpose and understanding.

#### Learning Targets

I can ask questions about the important parts of the text with help from my teacher and friends. (R.K.1)

I can answer questions about the important parts of the text with help from my teacher and friends. (R.K.1)

- *Bend 1: Readers Reread and Look Closely at Books They Know Well to Make Their Reading Sound Like a Story*
- *Bend 2: Readers Reread and Write Words to Look Closely and Notice More in the Story*
- *Bend 3: Readers Invent Fun Things to Do with Books They Know Really Well and Have Studied Closely*

I can ask questions about words I don't know yet. (R.K.4)

I can think and talk about words I don't know yet. (R.K.4)

- *Bend 2: Readers Reread and Write Words to Look Closely and Notice More in the Story*

I can listen to and understand books with my class.(R.K.10)

I can read and understand books with my class.(R.K.10)

- *Bend 1: Readers Reread and Look Closely at Books They Know Well to Make Their Reading Sound Like a Story*
- *Bend 2: Readers Reread and Write Words to Look Closely and Notice More in the Story*
- *Bend 3: Readers Invent Fun Things to Do with Books They Know Really Well and Have Studied Closely*

I can talk with my friends and teachers about lots of different things. (SL.1.K)

I can take turns when I talk with my friends and teachers. (SL.1.K)

- *Bend 1: Readers Reread and Look Closely at Books They Know Well to Make Their Reading Sound Like a Story*
- *Bend 2: Readers Reread and Write Words to Look Closely and Notice More in the Story*
- *Bend 3: Readers Invent Fun Things to Do with Books They Know Really Well and Have Studied Closely*

I can understand the books I read. (F.K.4)

- *Bend 1: Readers Reread and Look Closely at Books They Know Well to Make Their Reading Sound Like a Story*
- *Bend 2: Readers Reread and Write Words to Look Closely and Notice More in the Story*
- *Bend 3: Readers Invent Fun Things to Do with Books They Know Really Well and Have Studied Closely*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

- 

#### Other assessment options

May include, but are not limited to the following:

- 

### Digital Tools & Supplementary Resources

## Unit 4 - Superpowers: Reading with Print Strategies and Sight Word Power

### Enduring Understandings

1. understand that readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. understand how to interpret words and

### Essential Questions

1. How can I use all that I know about stories, letters, and the way we talk to help myself start to read stories?
2. How can I use my eyes and fingers to help

- phrases and to consider how word choice shapes meaning and tone of text.
3. read complex literary and informational texts independently and proficiently.

- me read words on the page and make the book make sense?
3. How can I use more than one power at a time and use pictures, letters, and words I know to help me when I get stuck on tricky parts in my books?
  4. How can I use all of my reading powers to make my reading sound smoother and show my partner that I understand my book so they can understand it too?

**Standards:**

**Wisconsin Standards for English Language Arts**

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**WI.ELA.R10:** Actively engage in group reading activities with purpose and understanding.

**WI.ELA.SL1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

**WI.ELA.F1:** Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

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- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**WI.ELA.F4:** Read emergent-reader texts with purpose and understanding.

**Supporting Standards:**

**WI.ELA.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.

**Learning Targets**

I can ask questions about the important parts of the text with help from my teacher and friends. (R.K.1)

I can answer questions about the important parts of the text with help from my teacher and friends. (R.K.1)

- *Bend 3 Session 14: Readers change their voices to bring books to life.*
- *Bend 3 Session 15: Super readers talk about books, too!*
- *Bend 3 Session 16: Readers retell books after they read them.*

I can ask questions about words I don't know yet. (R.K.4)

I can think and talk about words I don't know yet. (R.K.4)

- *Bend 2 Session 6: Super readers put powers together.*
- *Bend 2 Session 9: Super readers don't give up.*
- *Bend 2 Session 10: Celebration: readers show off their powers!*
- *Bend 2 Session 15: Super readers talk about books, too!*

I can listen to and understand books with my class.(R.K.10)

I can read and understand books with my class.(R.K.10)

- *Bend 2 Session 8: Super readers make the first sound in the word to help them read the word.*
- *Bend 3 Session 12: Readers use the pattern to sing out their books.*
- *Bend 3 Session 15: Super readers talk about books, too!*

I can talk with my friends and teachers about lots of different things. (SL.K.1)

I can take turns when I talk with my friends and teachers. (SL.K.1)

- *All sessions in unit*
- *All Read Aloud sessions*
- *All Shared Reading sessions*

I can ask and answer questions about a book my teacher has read. (SL.K.2)

- *All Read Aloud sessions*
- *All Shared Reading sessions*

I can produce and expand complete sentences in shared language activities. (L.K.1f)

- *Bend 2 Session 10: Celebration: readers show off their powers!*
- *Bend 3 Session 13: Readers use punctuation to figure out how to read.*
- *Bend 3 Session 17: Celebration: The gift of reading.*

I can open a book and know where to start and where to go next. (F.K.1a)

- *All Shared Reading Sessions*
- *Bend 1, Session 1, Readers have Super Powers to Look, Point, and Read Everything they can!*
- *Bend 1, Session 2, Super Readers use Pointer Power to check their reading, making sure what they say matches what they see*

I can show the words that tell the story in a book. (F.K.1b)

I can show where one word ends and the next word starts. (F.K.1c)

- *Bend 1 Session 1: Readers have super powers to look, point, and read everything they can!*
- *Bend 1 Session 2: Super readers use pointer power to check their reading, making sure what they say matches what they see.*
- *Bend 1 Session 3: Readers don't let longer words slow them down: every word gets one tap.*
- *Bend 1 Session 4: Readers use snap words to anchor their pointer power.*
- *Bend 1 Session 5: Partner power gives readers even stronger pointer power.*
- *Bend 2 Session 9: Super readers don't give up.*
- *Bend 2 Session 10: Celebration: readers show off their powers!*

I can say when words rhyme. (F.K.2a)

I can make words rhyme. (F.K.2a)

- *Shared Reading, Session 3*

I can count how many syllables are in a word. (F.K.2b)

- *Bend 1 Session 3: Readers don't let longer words slow them down: every word gets one tap.*

I can say the beginning sound of a word. (F.K.2c)

- *Bend 2 Session 8: Super readers make the first sound in the word to help them read the word.*
- *Shared Reading, Session 2*

I can say just the beginning sound of a little word. (CVC) (F.K.2d)

- *Bend 2 Session 8: Super readers make the first sound in the word to help them read the word.*

I can point to a letter and say the sound it makes. (Consonants) (F.K.3a)

- *Shared Reading, Session 1*
- *Shared Reading, Session 2*
- *Bend 2 Session 8: Super readers make the first sound in the word to help them read the word.*

I can read some high frequency words when I see them. (F.K.3c)

- *Bend 1 Session 4: Readers use snap words to anchor their pointer power.*
- *Bend 2 Session 7: Super readers learn words and practice reading them in a "snap!"*

I can understand the books I read. (F.K.4)

- *All Sessions in Unit*
- *All Shared Reading Sessions*
- *All Read Aloud Sessions*

## Assessment Evidence

### Performance Assessment Options

May include, but are not limited to the following:

- 

### Other assessment options

May include, but are not limited to the following:

## Digital Tools & Supplementary Resources

### Recommended Mentor Texts:

- *Brown Bear, Brown Bear, What Do You See?* By Bill Martin Jr.

- ***In the Garden*** by Annette Smith, Jenny Giles and Beverley Randell
- ***It's Super Mouse*** by Phyllis Root
- ***So Much*** by Trish Cooke
- ***The Carrot Seed*** by Ruth Krause

## Unit 5 - Bigger Books, Bigger Reading Muscles

### Enduring Understandings

1. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Readers analyze texts in order to determine central ideas, key details, and themes.
3. Read complex literary and informational texts independently and proficiently.

### Essential Questions

1. How can I use all I know about books, letters and words to read harder books all by myself?
2. How can I use the patterns in my books to help me read longer and trickier books?
3. How can I use letters and sounds by looking all the way through words to help me read longer and trickier books?
4. How can I use all my reading powers together to help me read books all by myself--reading the real words on the page, reading smoothly, and reading so that I understand my book?

### Standards

#### **Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** With prompting and support, ask and answer questions about key details in text.

**WI.ELA.R4:** Ask and answer questions about unknown words in a text.

**WI.ELA.R10:** Actively engage in group reading activities with purpose and understanding.

**WI.ELA.SL1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

**WI.ELA.F1:** Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

**WI.ELA.F2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new

words.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**WI.ELA.F4:** Read emergent-reader texts with purpose and understanding.

**Supporting Standards:**

**WI.ELA.R.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).

**WI.ELA.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.

**Learning Targets**

I can ask questions about the important parts of the text with help from my teacher and friends. (R.K.1)

I can answer questions about the important parts of the text with help from my teacher and friends. (R.K.1)

- *Bend 1 Session 2: Readers use patterns to help them read almost every page.*
- *Bend 1 Session 6: Readers use the pattern and the ending to understand their books.*
- *Bend 2 Session 12: Readers check their reading.*
- *Bend 3 Session 16: Readers use all they know about stories to make predictions.*
- *Bend 3 Session 18: Readers need extra-strength book talk power.*

I can ask questions about words I don't know yet. (R.K.4)

I can think and talk about words I don't know yet. (R.K.4)

- *Bend 1 Session 1: Tackling more challenging books.*
- *Bend 1 Session 2: Readers use patterns to help them read almost every page.*
- *Bend 1 Session 3: Readers figure out the changing words in the pattern.*
- *Bend 1 Session 4: Readers use all of their superpowers to read pattern breaks in books.*
- *Bend 1 Session 5: Readers check their reading.*
- *Bend 2 Session 7: Readers use their letter-sound knowledge to help them read the words on the page.*
- *Bend 2 Session 8: Readers use their letter-sounds to help them read unknown words.*
- *Bend 2 Session 9: Readers can notice consonant clusters to help solve unknown words.*
- *Bend 2 Session 10: Readers look to the ends of words as they read.*
- *Bend 2 Session 11: Readers preview a page and locate known words before reading.*
- *Bend 2 Session 12: Readers check their reading.*
- *Bend 3 Session 13: As books become harder, readers need new kinds of picture power.*
- *Bend 3 Session 14: Readers can lean on their snap word power when books become less patterned. .*
- *Bend 3 Session 15: Readers can read snap words with inflected endings.*
- *Read Aloud, Session 1*
- *Read Aloud, Session 2*
- *Shared Reading, Session 3*

I can identify similarities and differences between two texts on the same topic. (R. K. 9)

- *Read Aloud, Session 1*
- *Read Aloud, Session 2*

I can listen to and understand books with my class.(R.K.10)

I can read and understand books with my class.(R.K.10)

- *Bend 1 Session 1: Tackling more challenging books.*
- *Bend 1 Session 2: Readers use patterns to help them read almost every page.*
- *Bend 1 Session 3: Readers figure out the changing words in the pattern.*
- *All Shared Reading Sessions*
- *All Read Aloud Sessions*

I can talk with my friends and teachers about lots of different things. (SL.K.1)

I can take turns when I talk with my friends and teachers. (SL.K.1)

- *Bend 1 Session 1: Tackling more challenging books.*
- *Shared Reading, Session 1*
- *Shared Reading, Session 5*

I can ask and answer questions about a book my teacher has read. (SL.K.2)

- *All Read Aloud sessions*
- *All Shared Reading sessions*

I can say the names of the upper case letters when I see them. (F.K.1d)

I can say the names of the lower case letters when I see them. (F.K.1d)

- *Bend 2 Session 7: Readers use their letter-sound knowledge to help them read the words on the page.*

I can say when words rhyme. (F.K.2a)

I can make words rhyme. (F.K.2a)

- *Shared Reading, Session 3*

I can change the middle sound in a word to make a new word. (1 syllable) (F.K.2e)

- *Bend 1 Session 3: Readers figure out the changing words in the pattern.*
- *Bend 1 Session 4: Readers use all of their superpowers to read pattern breaks in books.*
- *Shared Reading, Session 2*
- *Shared Reading, Session 3*

I can say just the middle sound of a little word. (CVC) (F.K.2d)

I can say just the final sound of a little word. (CVC) (F.K.2d)

- *Bend 2 Session 7: Readers use their letter-sound knowledge to help them read the words on the page.*
- *Bend 2 Session 8: Readers use their letter-sounds to help them read unknown words.*
- *Bend 2 Session 9: Readers can notice consonant clusters to help solve unknown words.*
- *Bend 2 Session 10: Readers look to the ends of words as they read.*
- *Bend 2 Session 12: Readers check their reading.*
- *Shared Reading, Session 3*

I can point to a letter and say the sound it makes. (Consonants) (F.K.3a)

- *Shared Reading, Session 1*

I can say the sounds that the vowels make when I see vowels in words. (F.K.3b)

- *Bend 2 Session 7: Readers use their letter-sound knowledge to help them read the words on the page.*
- *Bend 2 Session 8: Readers use their letter-sounds to help them read unknown words.*

I can read some high frequency words when I see them. (F.K.3c)

- *Bend 3 Session 14: Readers can lean on their snap word power when books become less patterned. .*
- *Bend 3 Session 15: Readers can read snap words with inflected endings.*

I can look at two words and tell which letter is different.(F.K.3d)

- *Bend 1 Session 3: Readers figure out the changing words in the pattern.*
- *Bend 1 Session 4: Readers use all of their superpowers to read pattern breaks in books.*
- *Bend 2 Session 11: Readers preview a page and locate known words before reading.*

I can understand the books I read. (F.K.4)

- *All Sessions in Unit*
- *All Shared Reading Sessions*
- *All Read Aloud Sessions*

### Assessment Evidence

#### Performance Assessment Options

*May include, but are not limited to the following:*

- 

#### Other assessment options

*May include, but are not limited to the following:*

- 

### Digital Tools & Supplementary Resources

#### Recommended Mentor Texts

- *Can You See the Eggs?* By Jenny Giles
- *Dragonflies* by Margaret Hall
- *Mouse Has Fun* by Phyllis Root
- *My Bug Box* by Pat Blanchard and Joanne Suhr
- *Picnic* by Phyllis root
- *Wake Up Dad* by Beverly Randell

### Unit 6 - Becoming Avid Readers

#### Enduring Understandings

1. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. How to interpret words and phrases and to consider how word choice shapes meaning and tone of text.
3. Read complex literary and informational texts independently and proficiently.

#### Essential Questions

1. How can I begin to live my whole life like an avid reader--loving reading so much I can hardly bear to stop!
2. How can I build the habits of an avid reader?
3. How can I read and share nonfiction in ways that avid readers do?
4. How can I read and share poetry in ways that avid readers do?

#### Standards:

#### Wisconsin Standards for English Language Arts

**WI.ELA.R1:** With prompting and support, ask and answer questions about key details in text.

**WI.ELA.R4:** Ask and answer questions about unknown words in a text.

**WI.ELA.R10:** Actively engage in group reading activities with purpose and understanding.

**WI.ELA.W4:** *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**WI.ELA.SL1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

**WI.ELA.F2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**WI.ELA.F4:** Read emergent-reader texts with purpose and understanding.

**Supporting Standards:**

**WI.ELA.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.

**Learning Targets**

I can ask questions about the important parts of the text with help from my teacher and friends. (R.K.1)

I can answer questions about the important parts of the text with help from my teacher and friends. (R.K.1)

- *Bend 1 Session 2: Reacting to books.*
- *Bend 1 Session 3: Capturing thinking about books.*
- *Bend 1 Session 4: Avid readers reach for just-right words to describe feelings.*
- *Bend 1 Session 8: Close reading and book-based pretending.*
- *Bend 2 Session 9: Thinking about and reacting to nonfiction texts.*
- *Bend 2 Session 13: Avid nonfiction readers notice similarities and differences in books.*
- *Bend 2 Session 14: Avid nonfiction readers pretend.*
- *Bend 3 Session 16: Readers bring out a poem's meaning and feeling.*
- *Bend 3 Session 17: Becoming a copycat poet.*
- *Read Aloud, Session 1*
- *Read Aloud, Session 2*
- *Read Aloud, Session 3*
- *Shared Reading, Session 1*
- *Shared Reading, Session 2*
- *Shared Reading, Session 5*

I can ask questions about words I don't know yet. (R.K.4)

I can think and talk about words I don't know yet. (R.K.4)

- *Bend 1 Session 5: Avid readers reflect and set goals for themselves.*
- *Bend 1 Session 6: Avid readers make playdates.*
- *Bend 1 Session 8: Close reading and book-based pretending.*
- *Bend 2 Session 10: Talking like an expert.*
- *Bend 2 Session 12: Falling in love with topics.*
- *Bend 2 Session 13: Avid nonfiction readers notice similarities and differences in books.*
- *Bend 3 Session 16: Readers bring out a poem's meaning and feeling.*
- *Bend 3 Session 17: Becoming a copycat poet.*
- *Shared Reading, Session 3*

I can listen to and understand books with my class.(R.K.10)

I can read and understand books with my class.(R.K.10)

- *Bend 1 Session 1: What is an avid reader?*
- *Bend 1 Session 6: Avid readers make playdates.*
- *Bend 1 Session 7: Playing pretend.*
- *Bend 2 Session 11: Nonfiction reading playdates.*
- *Read Aloud, Session 1*
- *Read Aloud, Session 2*
- *Read Aloud, Session 3*

I can use drawing, telling, and writing to narrate a single event or several events tell about the events in the order tell how the character(s) felt (W.4.K)

- *Bend 3 Session 18: Avid readers poetry extravaganza.*

I can talk with my friends and teachers about lots of different things. (SL.1.K)

I can take turns when I talk with my friends and teachers. (SL.1.K)

- *Bend 1 Session 1: What is an avid reader?*
- *Bend 1 Session 6: Avid readers make playdates.*
- *Bend 1 Session 7: Playing pretend.*
- *Bend 2 Session 11: Nonfiction reading playdates.*
- *Bend 2 Session 14: Avid nonfiction readers pretend.*
- *Bend 3 Session 17: Becoming a copycat poet.*
- *Bend 3 Session 18: Avid readers poetry extravaganza.*
- *Read Aloud, Session 1*
- *Read Aloud, Session 2*
- *Read Aloud, Session 3*

I can ask and answer questions about a book my teacher has read. (SL.K.2)

- *All Read Aloud sessions*
- *All Shared Reading sessions*

I can say when words rhyme. (F.K.2a)

I can make words rhyme. (F.K.2a)

- *Shared Reading, Session 3*

I can say just the final sound of a little word. (CVC) (F.K.2d)

- *Shared Reading, Session 2*

I can change the last sound in a word to make a new word. (1 syllable) (F.K.2e)

- *Shared Reading, Session 2*

I can change the middle sound in a word to make a new word. (1 syllable) (F.K.2e)

- *Bend 1 Session 6: Avid readers make playdates.*
- *Bend 2 Session 12: Falling in love with topics.*
- *Bend 2 Session 13: Avid nonfiction readers notice similarities and differences in books.*
- *Bend 3 Session 15: Reading for meaning and rhythm and fun.*
- *Bend 3 Session 17: Becoming a copycat poet.*

I can read some high frequency words when I see them. (F.K.3c)

- *Bend 1 Session 5: Avid readers reflect and set goals for themselves.*
- *Bend 1 Session 6: Avid readers make playdates.*
- *Bend 2 Session 12: Falling in love with topics.*
- *Bend 3 Session 15: Reading for meaning and rhythm and fun.*
- *Bend 3 Session 17: Becoming a copycat poet.*
- *Shared Reading, Session 5*

I can understand the books I read. (F.K.4)

- *All Sessions in Unit*
- *All Shared Reading Sessions*
- *All Read Aloud Sessions*

### Assessment Evidence

#### Performance Assessment Options

*May include, but are not limited to the following:*

- 

#### Other assessment options

*May include, but are not limited to the following:*

- 

### Digital Tools & Supplementary Resources

#### Recommended Mentor Texts:

- *Gossie* by Olivier Dunrea
- *Honey Bees* by Martha E. H. Rustad
- *Not Norman* by Kelly Bennett
- *The Carrot Seed* by Ruth Krauss