

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

Kindergarten Reading

UNIT PACING Names of units and approximate pacing	LEARNING TARGETS Students will be able to...	STANDARD Which Common Core standards does this address?	ASSESSMENTS Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 1: We are Readers Exploring the Exciting World of Books <i>September</i>	<ul style="list-style-type: none"> • I can go on adventures in my books. • I can understand the process of reading workshop. • I can take care of books. • I can start from the beginning and read each page, front to back. • I can understand the parts of a book (author, illustrator, front cover). • I can share with a partner. • I can find a good fit book. • I can understand the ways to read a book (telling the story using the pictures, reading the book by looking at the pages and telling a story, reading the words) • I can understand the concepts of print: <ul style="list-style-type: none"> - read left to right - capital/lowercase letters - capital beginning of sentence, count words, letters/ words, big words/little words, spaces - top to bottom/left to right - sentences: beginning with a capital letter, end with a punctuation mark, groups of words with spaces between each one - follow print with reading finger 	RF.K.1 a-c RF.K.4 RL.K.7 RL.K.10 RI.K.5 RI.K.6 RI.K.7	MLPP Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues Unit 2: Readers Read, Think, and Talk about Emergent Story Books <i>October</i>	<ul style="list-style-type: none"> • I can private read: back to back • I can partner read: reading the same book, taking turns reading the whole book, reading the same book taking turns page by page, you read a book...partner reads a book • I can stay busy the whole time with their partner • I can share their favorite part and tell their partner why it is their favorite part • I can share connections - this has happened to me • I can understand how sharing with a partner can help them and me • I can use sticky notes to plan what I want to share with my partner • I can retell by using story telling words (first, then, last) • I can reread books ...reading more fluently and expressively each time 	RL.K.2 RL.K.3 RL.K.10 RF.K.4	Conferring Frequent formative assessments based on learning targets

<p>A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues</p> <p>Unit 3: Readers use All Our Power to Actually Read</p> <p><i>November</i></p>	<ul style="list-style-type: none"> • I can think about what is happening in the book, point to the pictures and the writing. • I can look at the picture on the page and then get a movie in my mind about what the words say. • I can point to each word on the page and the number of words I say matches the number of word I see. • I can use words I know in a snap to help me read. • I can use the beginning letter sounds in words, along with the pictures to help me read words. • I can reread when I get stuck on a word. • I can use many reading powers together to figure out the story. • I can think about what word matches the picture. • I can think about the way the book goes and thinks about what is going to happen next. • I can can read my books again and again, getting better at reading each time. • I can read making sure that my voice match what is happening in the story. • I can scoop up more words at a time when you read...readers read words together. • I can practice my reading by reading to a friend. 	<p>RF.K.1 a-c RF.K.2 d RF.K.3 c RF.K.4 RL.K.7 RL.K.10 RI.K.1 RI.K.7</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues</p> <p>Unit 4: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books</p> <p><i>December</i></p>	<ul style="list-style-type: none"> • I can read a familiar book and use the pattern I know to help me read the book. • I can get ready to read by looking through the pictures in a book to notice things. • I can point to and name out loud what I see happening in the pictures. • I can listen for how my book sounds. “Does it repeat?, Does it rhyme?, Does it have rhythm?” • I can figure out the pattern of a book, and use that to predict what will happen on the next page. • I can figure out what the whole book is saying, “This book is about...”. • I can go back a page or two to reread and rethink if I get stuck on a word. • I can study the pictures when I get stuck on a tricky part. • I can use the pictures and letters to read my books. • I can use the picture and the words I know, to read by myself. • I can point under each word. • I can make my books sound better by rereading them again and again. 	<p>RF.K.2 RF.K.3 c RF.K.4 RL.K.6 RL.K.10</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues</p> <p>Unit 5: We Can Be Reading Teachers: Teach Yourself and Your Partner to Use All You Know to Read</p> <p><i>January</i></p>	<ul style="list-style-type: none"> • I can teach myself about a book before I start to read it. • I can use what I know as I read. • I can be a teacher for my partner. • I can reread! • I can share my books and ideas. 	<p>RF.K.4 RL.K.1 RL.K.3 RL.K.4 RL.K.6 RL.K.10 RI.K.10</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues</p> <p>Unit 6: Learning about Ourselves and Our World: Reading for Information</p> <p><i>February/March</i></p>	<ul style="list-style-type: none"> • I can notice differences and similarities between fiction and nonfiction texts. • I can notice that nonfiction books contain real facts. • I can chart what I notice in nonfiction texts. • I can sort the books in my book bag into fiction and nonfiction • I can identify the cover, title, author, illustrator and title page. • I can understand the role of the author and role of the illustrator. • I can identify the table of contents and headings. • I can identify diagrams and labels. • I can identify captions and photographs. • I can identify bold print and glossary. • I can figure out what kinds of books interest me. • I can talk about what I learned and find evidence. • I can talk about how I can learn more about the book and questions I have. • I can use use prior knowledge to answer questions about my reading. • I can use pictures and photographs to answer questions about my reading. • I can use other resources to answer questions: reading partners, experts, and technology. • I can can dip in and out of nonfiction books to read for information. • I can use text features to make meaning of my reading. • I can make connections between two nonfiction books and compare and contrast the books. • I can make connections between nonfiction books and my life. • I can make connections between nonfiction books and what is in the world. • I can talk about important facts. • I can answer questions partners ask. 	<p>RI.K.1 RI.K.2 RI.K.3 RI.K.7 RI.K.8 RI.K.9 RI.K.10</p>	<p>MLPP</p> <p>Fountas and Pinnell Reading Benchmark</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
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<p>A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues</p> <p>Unit 7: Readers Are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books</p> <p><i>March/April</i></p>	<ul style="list-style-type: none"> • I can get ready to read a tricky word in a book by looking at the picture and thinking about what the characters may be saying to each other. • I can get ready to read a tricky word by thinking about what’s happening in the story. • I can think about how the book sounds as I read. • I can make sure the words I say match the letter/word in the book. • I can think about what is happening in the story to make sure I stay on track with the words on the page. • I can reread when I notice that the words I read don’t make sense. • When I’m confused, I can go back to the beginning of the sentence. • I can go back through the pages of a book and find all the words that gave me trouble. • I can remember what the whole book was about and retells the important parts. • I can work with a partner when one of us gets stuck on a tricky word. • I can work with a partner by listening to each other read and thinking alongside each other. 	<p>RF.K.1 RF.K.2 RF.K.3 RF.K.4 RL.K.1 RL.K.4 RL.K.7 RL.K.10</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues</p> <p>Unit 8: Readers Get to Know Characters by Pretending and by Performing Our Books</p> <p><i>April/May</i></p>	<ul style="list-style-type: none"> • I can identify characters by name. • I can show emotion that comes from characters that I read about. • I can identify character traits and flag pages to show what they think. • I can relate characters to myself using character traits. • I can relate characters to other characters using character traits. • I can learn about characters by the way they look, things they say, and what they do. • I can think about how a character is feeling. • I can make connections to characters feelings, to what characters are doing, and to characters problems. • I can think about and flag pages to help me remember my thinking about characters. • I can understand that characters change over time. • I can reflect on their character’s change/development (feelings, traits, appearance, and personal growth). • I can use evidence from the text to support my thinking about characters. 	<p>RL.K.1 RL.K.3 RL.K.9 RL.K.10 RF.K.4</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade K by Lucy Calkins and Colleagues</p> <p>Unit 9: Giving the Gift of Reading: Reading across Genres</p> <p><i>May/June</i></p>	<ul style="list-style-type: none"> • I can read a book well using the book to show me how to read it well • I can picture a character better to help me read. • I can use more gestures as I read. • I can read more and longer by setting goals. • I can reread books again and again to improve my reading. 	<p>RF.K.4 RL.K.3 RL.K.10 RI.K.10</p>	<p>MLPP</p> <p>Fountas and Pinnell Reading Benchmark</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>