

# Unit 2 - Super Powers

Content Area: **English Language Arts**  
Course(s): **English Language Arts**  
Time Period: **Week 10**  
Length: **November/December**  
Status: **Published**

## Unit Overview

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This unit reinforces the reading practices that should now be 'habits' within the kindergarten class: sitting quietly with books, choosing lots of books at a time, and discussing books with partners. Students should also be 'warming up' before reading by looking at the front and back of the books they select and doing picture walks. As readers move forward, they'll want to start paying closer attention to the words they are reading (often by using their finger pointer to point to words as they read), as well as looking at the pictures for help making meaning. Using cues as readers will be worked on as strategies during this unit.

The unit will capitalize on student reading knowledge including knowledge of letter-sound correspondence, comprehension, and fluency. Assessments will be conducted in this unit and throughout the year using Teacher's College Running Records. In addition, Foundations, Level K, Wilson Language Basics, (2012, Wilson Language Training Corporation) will systematically and comprehensively instruct students in phonemic awareness and word study, which includes both phonetic and high frequency sight words. This instruction will contribute greatly to fluency, vocabulary development, and the applications of strategies for understanding text.

## Standards

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LA.K.3.1.K B.1	Demonstrate understanding that spoken words consist of sequences of phonemes.
LA.K.3.1.K B.2	Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.
LA.K.3.1.K B.3	Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
LA.K.3.1.K B.4	Learn many, though not all, one-to-one letter-sound correspondences.
LA.K.3.1.K B.5	Given a spoken word, produce another word that rhymes with it.
LA.K.3.1.K C.1	Recognize some words by sight.
LA.K.3.1.K C.2	Recognize and name most uppercase and lowercase letters of the alphabet.
LA.K.3.1.K C.3	Recognize and read one's name.
LA.K.3.1.K D.2	Recognize when a simple text fails to make sense when listening to a story read aloud.
LA.K.3.1.K D.3	Attempt to follow along in book while listening to a story read aloud.
LA.K.3.1.K D.4	Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).
LA.K.3.1.K E.1	Begin to track or follow print when listening to a familiar text being read.
LA.K.3.1.K E.2	Think ahead and make simple predictions about text.

LA.K.3.1.K E.3	Use picture clues to aid understanding of story content.
LA.K.3.1.K E.5	"Read" familiar texts from memory, not necessarily verbatim from the print alone.
LA.K.3.1.K F.1	Continue to develop a vocabulary through meaningful, concrete experiences.
LA.K.3.1.K F.2	Identify and sort words in basic categories.
LA.K.3.1.K G.1	Respond to a variety of poems and stories through movement, art, music, and drama.
LA.K.3.1.K G.3	Identify favorite books and stories.
LA.K.3.1.K G.5	Participate in shared reading experiences.
LA.K.3.1.K G.6	Make predictions based on illustrations or portions of stories.
LA.K.3.1.K H.1	Locate and know the purposes for various literacy areas of the classroom and the library/media center.
LA.K.3.1.K H.2	Choose books related to topics of interest.

## Essential Questions

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1. Why and how should a reader think about the story as they read?
2. What are some strategies that readers use to help figure out unknown words?
3. How should readers discuss texts with their partners?

## Application of Knowledge: Students will know that...

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- Discussing books adds to the enjoyment, fluency and comprehension of what is read.
- Readers have different ways to get their minds prepared before reading.
- Readers think about the story or text as they read.
- There are different strategies that readers use to help them figure out unknown words.

## Application of Skills: Students will be able to...

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- Read a favorite story to a peer or teacher
- Retell a story they have read capturing the major details of the story

## Teaching Points and Suggested Activities

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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.

### Teaching Points

#### Bend I: Using Super Power to Look and Point, and Then Read Everything

- Readers have super powers to look, point, and read everything they can't - teach children that they can

use "super powers" to help them read, starting with the power of pointing under each word to read what it actually says.

- Super readers use pointer power to check their reading, making sure what they say matches what they see - teach children that the number of words they read should match the number of times they point.
- Readers don't let longer words slow them down: every word gets one tap - teach children that both short and long words get one tap.
- Readers use snap words to anchor their pointer power - teach children that snap words - words they know in a snap - can help them fix their pointer power.
- Partner power gives readers even stronger pointer power - teach partners to double their pointing power by having one partner read while the other partner points, both checking that one word gets one tap.

## **Bend II: Taking on Even the Hardest Words**

- Super readers put powers together - teach children to use pictures to help them predict and read unfamiliar words
- Super readers learn words and practice reading them in a "snap"! - teach children that readers look, read, spell, write, look, and read to make any word a snap word
- Super readers make the first sound in the words to help them read the word - teach readers to look at the first letter and say the first sound to help them predict and read an unfamiliar word.
- Readers show off their powers - teach children that readers try one thing and then another when they are stuck

## **Bend III: Bringing Books to Life**

- Readers use their voices to bring books to life - teach children that readers read with smooth voices to bring books to life.
- Readers use the pattern to sing out their books - teach children that readers sing out pattern words to help them read smoothly
- Readers use punctuation to figure out how to read - teach students to use end punctuation to determine when to stop and what voice to use when reading
- Readers change their voices to show they understand the book - teach children that readers use their voices in different ways as they read to show they understand the book. They match their tone to the feelings in the book
- Super readers talk about books, too - teach children that readers not only read books; they talk about them, too, to bring them to life
- Readers retell books after they read them - teach children that readers retell books to help them remember all the parts.

## **Suggested Activities**

- Create and refer to anchor charts.
- Provide and present mentor texts as models.
- Teach the *Work of Readers* Charts.
- Model (Talk Aloud) the strategies good readers use.
- Study book pictures
- Practice creating mental movies as you read.
- Investigate figurative language and descriptive vocabulary and how authors use them.
- Turn and Talk the dialogue in a story to bring the characters' feelings alive.

- Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.
- Provide checklists and reading progressions to assess and develop on-going reading goals.
- 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

## **Assessments**

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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](http://www.readingandwritingproject.org/resources). Teachers may also develop their own rubrics and assessments in order to include more specific elements of knowledge and skills listed in this unit summary.

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.

### **Diagnostic Assessments**

Running Records

[www.readingandwritingproject.org/resources/assessments/running-records](http://www.readingandwritingproject.org/resources/assessments/running-records)

Spelling Inventory

[www.readingandwritingproject.org/resources/assessments/spelling-assessments](http://www.readingandwritingproject.org/resources/assessments/spelling-assessments)

Individual beginning of the year "How's It Going?" conferences

### **Formative Assessments**

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, Reader's Notebooks, Writing About Reading evidence (Post-its, journal entries, writing long about reading, for example)

### **Summative Assessment**

Teacher-student conferences

Running Records

Spelling Assessments

Reading logs, Reader's Notebooks, and other evidence of students improving skills

### **Activities to Differentiate Instruction**

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The design of reading workshop allows for individualized instruction and independent growth for every child.

Some methods:

- provide leveled books appropriate for all reading levels
- provide support as needed through conferencing
- provide support as needed through strategy groups
- provide support as needed through guided reading groups
- provide individualized copies of teaching charts
- provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- scaffold or stretch learning through the use of various strategies
- provide appropriate reading partners

### **Integrated/Cross-Disciplinary Instruction**

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Continue to be excited to read across the curriculum, labeling science experiments, social studies object, even encouraging the specials to label their rooms.

### **Suggested Mentor Texts and Other Resources**

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*The Art of Teaching Reading*; Lucy Calkins

*The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*; Jennifer Serravallo (This book is wonderful for targeted instruction and conferencing goals)

*Leveled Books, K-8: Matching Texts to Readers for Effective Teaching*; Irene C. Fountas and Gay Su Pinnell

*Reading Miscue Inventory: From Evaluation to Instruction*; Yetta M. Goodman

*Miscue Analysis Made Easy: Building on Student Strengths*; Sandra Wilde

*Around the Reading Workshop in 180 Days*; Frank Serafini

*The Book Whisperer: Awakening the Inner Reader in Every Child*; Donalyn Miller

*Mindsets and Moves: Strategies That Help Readers Take Charge*; Gravity Goldberg

*Smarter Charts*; Marjorie Martinelli

*Genre Study: Teaching with Fiction and Nonfiction Books*; I.C. Fountas and G.S. Pinnell

*Guided Reading, Good First Teaching for All Children*; I.C. Fountas and G.S. Pinnell

**Mentor Texts** - *Match other texts to the reading level your children are on*

*It's Super Mouse* - Phyllis Root

*Brown Bear, Brown Bear* - Eric Carle

*Mrs. Wishy-Washy* - Joy Cowley

*I Went Walking* - Sue Williams

*So Much!* - Trish Cooke