

# Unit 4: Reader's Workshop- Reading Fiction: Bigger Books, Bigger Reading Muscles

Content Area: **English Language Arts**  
Course(s): **Reading K**  
Time Period: **February**  
Length: **30 Days**  
Status: **Published**

## Unit Summary

The unit will capitalize on the work of the previous unit, helping students sustain stamina and independence, use strategies for figuring out tricky words and sharing what was read with a partner. This unit will continue to foster knowledge of letter-sound correspondence, comprehension, and fluency. 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

LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.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).
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
TECH.8.1.2.A.CS1	Understand and use technology systems.

## Student Learning Objectives

Students will learn to...

- ask and answer questions about key details in a text and in the pictures.
- retell the beginning, middle and end of familiar stories.
- use context clues and pictures to figure out tricky words especially when a pattern in a book breaks.
- explain how a picture supports their understanding of a text.
- discuss their predictions and other ideas with a reading partner.
- identify characters, settings, and major events in a story.

## Essential Questions

- What strategies can I use to read harder books all by myself?
- Why is it important to retell after I read?

- What is book talk power?

## Enduring Understandings

---

Students will understand that...

- readers can use the snap word wall to remember familiar words.
- readers can stretch out a long word and find the small word inside the big word they already know.
- readers can use the pictures in a book to help them figure out a tricky word, especially when the pattern in a text breaks.
- retelling what happens at the beginning, in the middle and at the end of a book helps a readers remember what was read and to understand.
- readers can learn more about the details of a book when chatting with a partner.

## Application

---

Students will be able to independently use their learning to...

- sit for a sustained period of time to read and reread from just right book baggies independently.
- retell what their book is about to a partner using their fingers.
- turn and talk about the details of a text to a reading buddy during a read aloud.
- point to the words in a text utilizing tricky word strategies.

## Skills

---

Students will be skilled at ...

- using context clues in developmentally appropriate books.
- retelling to monitor for meaning.
- using conversational moves to chat with a reading buddy.
- using a fluent voice when reading developmentally appropriate books.
- make predictions about characters based on key details in the text and pictures.