

# Kindergarten Unit #1: Reading - Visualizing

Content Area: **Reading**  
Course(s): **Reading 2, Generic Course**  
Time Period: **Marking Period 1**  
Length: **35-40 days**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.1.C	Understand that words are separated by spaces in print.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
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.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
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).
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How can I read books "as best I can?" both by myself and with friends?
- How do pictures and texts help you to visualize and obtain information about the characters and setting?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- Demonstrate the habits of a good reader.
- Identify basic features of print.
- Participate in conversations about books.
- Reading is a lifetime skill that enhances learning and enjoyment.
- Reading is an active process; it is the key to knowledge and understanding.
- Use illustrations to obtain information.
- Visualize story's events to help readers better understand the text.

## Content

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Students will be able to learn the behaviors and structure of reader's workshop.

Students will be encouraged to develop a love of reading through reading books to help them learn about the world.

Students will focus on building stamina and rereading utilizing the three ways to read a book.

Students will learn to partner read.

Students will be able to use picture clues.

Students will be able to use pictures to identify character and setting.

Students will be able to use popper sounds.

Students will be able to identify front cover, back cover, and title.

Students will be able to name the author and illustrator.

Students will visualize story's events.

Students will be able to participate in shared literature discussions.

Students will be able to use picture clues as a reading strategy.

## Resources

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Please add your Resources by clicking on the Lists tab above.

- Aims Assessment
- anecdotal notes
- classroom leveled library
- Daily Five
- F&P Assessments
- graphic organizers
- guided reading books
- mentor texts
- My Five Senses
- Picnic at Apple Park
- read works
- Shadow Night
- The Beetle Alphabet
- The Carrot Seed
- The Napping House
- The Salamander Room
- The Shadow
- The Three Billy Goats Gruff
- Trucks
- Whose Baby Am I