**Reading Workshop Curriculum for Kindergarten**

**By Amanda Dennison**

*\*These Reading Workshop units are not meant to be used as the sole way to teach reading. Rather, this is one of several different components of an effective literacy program that work together to grow readers.*

*Each teacher should take into account the strengths and needs of his or her class and add or omit lessons as needed.*

**Reading Workshop Unit Guide**

**Unit 1: Launching Reading Workshop**

*\*Because Unit 1 is quite long, teachers should pause as needed during the unit for Reading Celebrations of what has been learned so far. It is up to individual teachers to decide what kind of celebration they will do, and when it will take place. However, the overall idea is to reinforce, celebrate, and share with others (peers, teachers, parents, or the community) what students have been learning.*

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| **Lesson** | Standard | Skill/Strategy | Teaching Point  (for use with students, in kindergarten-appropriate language) |
| **Introducing Reading Workshop** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will practice the routine of Reading Workshop (minilesson, independent reading, learning share). Students will begin the year by browsing through shared book bins on each table. | Readers make time in the day to read and talk about books. |
| **How to take care of our books** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will identify ways to care for a book (turning pages carefully, not coloring or writing, not ripping or bending, etc). | Readers take care of their books. |
| **One Book at a Time** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will practice taking one book out of the shared book bin, putting it back, and getting another book. | Readers read one book at a time. |
| **When You’re “Done”** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will practice reading multiple books until reading time is over. (Teachers may want to use a timer to signify the end of the reading time.) | Readers choose another book when they finish one. |
| **Sharing Books** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will practice finding a different book to read if the book they want isn’t available at the time. | Readers can wait their turn to read the book they want. |
| **What do readers do?**  **Part 1** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will identify what attracts people to particular books. | Readers choose a book they are interested in. |
| **What do readers do?**  **Part 2** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will practice reading books by turning the pages left to right. | Readers read books by turning the pages (left to right). |
| **What do readers do?**  **Part 3** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will practice “reading” books by looking at the words (left to right, top to bottom) and pictures on each page. | Readers look at the words and pictures on each page. |
| **What do readers do?**  **Part 4** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will practice thinking about each page as they read. | Readers think about what each page means. |
| **What do readers do?**  **Part 5** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will talk to the person sitting next to them as they come upon interesting parts in books. | Readers talk about books with each other. |
| **What can you do with a book?**  **(4 Lessons)** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will identify and practice different ways to read a book. | Readers can read a book in many different ways.  Lesson 1: Readers can look at the pictures in a book.  Lesson 2: Readers can look for letters or words they know in books.  Lesson 3: Readers can use the pictures to tell a story.  Lesson 4: Readers can read the words in a book. |
| **What do I do when my teacher is conferencing?** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will practice reading independently while the teacher is conferencing with others. | Readers keep reading while the teacher talks with other students. |
| **How readers find books they are interested in**  **(3 Lessons)** | 1.2 Reads a range of texts | Students will choose books they are interested in based on the cover and what is inside. | Readers look for books they are interested in.  Lesson 1: Readers look at the cover of the book.  Lesson 2: Readers imagine what the book might be about.  Lesson 3: Readers look inside the book for “hidden treasures.” |
| **All about our classroom library** | 1.2 Reads a range of texts | Students will explore the organization of the classroom library. | Readers can find books in our classroom library.  Lesson 1: Readers can look at the picture on the bins to find the books they want.  Lesson 2: Readers can find books that are easy to read in the bins with colored dots. |
| **Shopping in our library** | 1.2 Reads a range of texts | Students will pick out five books to go in their book boxes from the classroom library. (Teacher may want to stagger book shopping days.) | Readers choose books they are interested in for their book boxes. |
| **Sticking with your book** | 1.1 Reads an appropriate quantity | Students will practice reading and rereading a book in the different ways they have learned. | Readers spend time with their books and read them multiple times. |
| **What to do when you’re done** | 1.1 Reads an appropriate quantity | Students will read books from their book boxes until reading time is over (when the timer goes off). | Readers continue to read books from their book boxes until reading time is over. |
| **Returning books to our classroom library** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will practice returning books to the same place they got them from. | Readers return books to the same place they got them from. |
| **Picking a reading spot** | Standard 1: Reading Habits: Students will acquire the habit of reading for understanding and enjoyment | Students will choose a place in the classroom to read, and mark their spot on a classroom map. | Readers find a comfortable spot for reading and stay in it. |
| **Reading with a Partner**  **(6 Lessons)** | 1.3 Responds to text | Students will practice reading books with a partner. | Readers can read with a partner.  Lesson 1: Partners sit hip to hip with the book in between them.  Lesson 2: Partners hold the book so both people can see.  Lesson 3: Partners can take turns reading each book.  Lesson 4: Partners can take turns reading each page.  Lesson 5: Partners can read books out loud together.  Lesson 6: Partners talk about books together. |
| **Sharing about your favorite part (post-it with a heart drawn on it)** | 1.3 Responds to text | Students will choose, mark, and share about a favorite part in a book at the end of the workshop. | Readers can share what they have read with others. |
| **Being a good listener when others are sharing** | 1.3 Responds to text | Students will identify and practice the behaviors of a respectful audience. | Readers listen when others are speaking. |

**Unit 2: Print Strategies**

*\*Units 2-6 should each culminate with a Reading Celebration that corresponds to what students have learned in that unit.*

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| **Lesson** | Standard | Skill/Strategy | Teaching Point |
| **Looking at Picture for Clues** | 2.2 Reads accurately  2.4 Self monitors and self corrects | Students will practice checking the picture to help solve an unknown word. | Lesson 1: Readers use pictures for clues when they’re reading. Lesson 2: Readers make sure the word they try matches the picture. |
| **Making the Beginning Sound** | 2.2 Reads accurately  2.4 Self monitors and self corrects  2.6 Uses word analysis (phonemic awareness) | Students will practice saying the beginning sound to help solve an unknown word. | Readers use the beginning sound of a word to solve it. Readers make sure the word they try matches the beginning sound. |
| **Looking for Words/Chunks You Know** | 2.2 Reads accurately  2.6 Uses word analysis (phonemic awareness) | Students will look for familiar chunks or words within unknown words. | Readers find chunks and little words they know in unknown words. |
| **Does the word make sense?** | 2.2 Reads accurately  2.1 Acquires rich vocabulary  2.4 Self monitors and self corrects | Students will use context clues to solve unknown words. | Readers check if a word makes sense in a sentence. If it does not make sense, they try a different word. |
| **What do readers do when they try a strategy and it doesn’t work?** | 2.2 Reads accurately | Students will use multiple strategies to solve unknown words. | Readers can use all their strategies together to solve unknown words. |
| **How to read smoothly, Part 1** | 2.3 Develops fluency | Students will practice moving quickly to the next word when reading. | Readers can read like they talk by moving quickly from word to word. |
| **How to read smoothly, Part 2** | 2.3 Develops fluency | Students will practice rereading familiar texts without pointing to the words. | Readers can read books they know without pointing to the words. |
| **How to read commas and periods** | 2.3 Develops fluency  2.7 Demonstrates knowledge of Concepts about Print | Students will practice pausing for a comma and stopping for a period. | Readers pause when they see a comma and stop when they see a period. |
| **How to read question marks and exclamation marks** | 2.3 Develops fluency  2.7 Demonstrates knowledge of Concepts about Print | Students will practice raising their voice at the end of a sentence for a question mark and sounding excited for an exclamation mark. | Readers raise their voice at the end of the sentence when they see a question mark.  Readers read with excitement when they see an exclamation mark. |
| **How to read ellipses** | 2.3 Develops fluency  2.7 Demonstrates knowledge of Concepts about Print | Students will practice reading like “something is about to happen” when they see ellipses. | Readers read like something is about to happen when they see ellipses. |
| **How to read dialogue** | 2.3 Develops fluency  2.7 Demonstrates knowledge of Concepts about Print | Students will practice “saying it like the character is saying it” by creating voices for characters. | Readers can read in the voice of the character when they see quotation marks. |

**Unit 3: Thinking About Books**

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| **Lesson** | Standard | Skill/Strategy | Teaching Point |
| **Thinking and feeling while reading** | 2.5 Demonstrates comprehension of literary and information texts  1.3 Responds to text | Students will talk about their thoughts and feelings while reading with alone or with partners. | Readers think and feel when they read. |
| **Marking places in books where we feel things** | 2.5 Demonstrates comprehension of literary and information texts  1.3 Responds to text | Students will practice using post-it notes and symbols (happy faces, sad faces, etc.) to mark places in books where they feel happy, sad, etc. Students will use these post-it notes to share their feelings with a partner after private reading. | Readers can use post-its to remind themselves of places in books where they felt a certain way. |
| **Studying the pictures** | 2.5 Demonstrates comprehension of literary and information texts  1.3 Responds to text | Students will study the pictures to help them understand what is happening in the story. | Readers use pictures to understand what they are reading. |
| **Studying the characters** | 2.5 Demonstrates comprehension of literary and information texts  1.3 Responds to text | Students will point to characters in pictures and think or say what the characters might be thinking or saying on each page. | Readers think about what the characters might be thinking or saying in the story. |
| **Studying the words** | 2.1 Acquires rich vocabulary | Students will look for and mark with a post-it note new or interesting vocabulary in the text and try to determine its meaning. | Readers look for new or interesting words in the story. |
| **Stopping and thinking on each page** | 2.5 Demonstrates comprehension of literary and information texts  1.3 Responds to text | Students will stop at the end of each page to think about what is happening in the story. | Readers stop and think at the end of each page. |
| **Thinking about the whole book** | 2.5 Demonstrates comprehension of literary and information texts  1.3 Responds to text | Students will combine their observations from the whole book to think about what happened in the story. | Readers think about the whole story after reading a book. |
| **Making predictions** | 2.5 Demonstrates comprehension of literary and information texts  1.3 Responds to text | Students will use what they have read so far in a book to make predictions about what will happen next. | Readers make predictions based on what they have already read. |
| **Making connections between books and ourselves** | 2.5 Demonstrates comprehension of literary and information texts  1.3 Responds to text | Students will think about how events in books and characters relate to their own experiences. They will mark the places where they make a connection with a post-it with a stick figure (representing themselves) drawn on it to share with a partner. | Readers make connections between books and themselves to help them better understand what they are reading. |
| **Making connections between books** | 2.5 Demonstrates comprehension of literary and information texts  1.3 Responds to text | Students will think about if certain aspects of books remind them of other books they have read. They will mark the places where they make a connection with a post-it with a book drawn on it to share with a partner. | Readers make connections between books to help them better understand what they are reading. |
| **Sharing thoughts about books with partners and supporting your ideas** | 2.5 Demonstrates comprehension of literary and information texts  1.3 Responds to text | Students will practice sharing thoughts, feelings, connections, and opinions about books with partners, in a small group, or in a whole group setting. Students will tell why they think or feel the way they do based on the information in the story. | Readers discuss books and tell why they think or feel they way they do based on information in the story. |

**Unit 4: Non-Fiction Books**

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| **Lesson** | Standard | Skill/Strategy | Teaching Point |
| **Why do we read non-fiction books?** | 1.2 Reads a range of texts  2.5 Demonstrates comprehension of literary and information texts | Students will browse through a variety of familiar non-fiction books and identify what the book is teaching us. | Readers learn new things from non-fiction books. |
| **Differences between fiction and non-fiction books** | 1.2 Reads a range of texts  1.3 Responds to text | Students will browse through a variety of familiar and unfamiliar non-fiction books and identify differences between fiction and non-fiction books. | Readers read different types of books for different reasons. |
| **Text features of non-fiction books: Table of contents and headings** | 1.2 Reads a range of texts  2.5 Demonstrates comprehension of literary and information texts | Students will learn that the table of contents tells us what is inside the book and where to find it. They will notice that the table of contents matches the headings for each section. | Readers can use the table of contents to help them find specific information in a non-fiction book. |
| **Text features of non-fiction books: What is a \_\_\_\_\_\_\_\_\_?** | 1.2 Reads a range of texts  2.1 Acquires a rich vocabulary | Students will learn that often the first page(s) of a non-fiction book gives the definition (tells about) the topic of the book. | Non-fiction writers often have a “What is a \_\_\_\_\_\_\_\_\_” page at the beginning of their books. |
| **Text features of non-fiction books: Parts of a \_\_\_\_\_\_\_\_\_\_** | 1.2 Reads a range of texts  2.1 Acquires a rich vocabulary | Students will learn that non-fiction books often have a page with a labeled picture to teach us the different parts of the subject. | Non-fictions writers often have a “Parts of a \_\_\_\_\_\_\_\_\_” page to show us the different parts of the subject. |
| **Text features of non-fiction books: Different types of \_\_\_\_\_\_\_** | 1.2 Reads a range of texts  2.1 Acquires a rich vocabulary | Students will learn that non-fiction books often have a page showing different examples of the subject. | Non-fiction writers often have a “Different kinds of \_\_\_\_\_\_\_\_” page to show us examples of the subject. |
| **Text features of non-fiction books: How to \_\_\_\_\_\_\_\_\_\_\_\_\_** | 1.2 Reads a range of texts  1.3 Responds to text | Students will learn that non-fiction books often have a page that teaches us how to do something related to the subject. | Non-fiction writers often have a “How to \_\_\_\_\_\_\_\_\_” page to teach us how to do something related to the subject. |
| **Thinking about non-fiction books** | 1.2 Reads a range of texts  1.3 Responds to text  1.4 Reflects on self as a reader  2.1 Acquires a rich vocabulary  2.5 Demonstrates comprehension of literary and information texts | Students will think about what they already know about a subject before reading the book. After reading, they will reflect on how their knowledge has grown or changed based on what they have read. They may identify new vocabulary words they learned. Students can share their reflections with partners, or in small or whole group setting. | Readers think about what they know about a subject before reading a book. After reading the book, they reflect on what they have learned or their thinking has changed from it. |

**Unit 5: Reflecting On Our Reading**

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| **Lesson** | Standard | Skill | Teaching Point |
| **Who are you as a reader?** | 1.4 Reflects on self as a reader  1.2 Reads a range of texts | Students will reflect on what kinds of books they like to read and why. | Readers can identify authors, genres, and topics they love. This can help them choose books that interest them. |
| **How have you grown as a reader?** | 1.4 Reflects on self as a reader | Students will reflect on and share about what they have learned as a reader over the course of the year. (The teacher may want to use these lessons as a celebration of the students’ accomplishments in reading.) | Readers think about what they have learned and how it has made them a better reader. |
| **How to choose books that are right for you over the summer**  **(Could be 1-3 lessons depending on time)** | 1.4 Reflects on self as a reader  1.2 Reads a range of texts | Students will practice finding books that interest them and that they can read and understand in the classroom. They will look for books that have words they can read and a story they can understand and discuss with others. | Readers select books that interest them and that they can read and understand. |