Kindergarten Reading
Overview
2019-2020

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Definitions

Overview – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students’ understanding
- How to Act Out a Story
- Make the Most of Reading Aloud
- How to Help a Child Choose a Book
- How to Encourage Higher Order Thinking
- How to Help Expand Your Child’s Vocabulary
- Children’s Books and Authors - Resources to help find books and get students excited about reading

Instructional Model
The ELA instructional model is Balanced Literacy. Balanced Literacy allows for students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy
consists of four components: Interactive Read Aloud, Reading Workshop, Writing Workshop, Phonics and Word Study.

**Interactive Read Aloud** - Teachers model and guide students to use reading strategies and notice techniques that author’s use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.

**Reading Workshop** - During reading workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will conference with the student or pull small groups.

**Writing Workshop** - During Writing workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will conference with the student or pull small groups.

**Phonics and Word Study** - During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing.

---

### Adopted Resources

**Elementary:** [https://www.fortbendisd.com/Page/93917](https://www.fortbendisd.com/Page/93917)

---

### Grading Period 1

#### Unit 1: Playing with Language

**Estimated Date Range:** 8/14-8/23  
**Estimated Time Frame:** 8 days

**Unit Overview:**
In this unit, students will learn beginning reading skills through poetry, nursery rhymes, and simple stories during Reading Workshop and Interactive Read Aloud. This unit highlights the purposes and differences between letters and words, patterns found in text, and rhymes.

**Big Ideas:**
- Readers listen and talk about their favorite parts of stories.

**Essential Questions**
- How do we listen to and talk about stories?

<table>
<thead>
<tr>
<th>Contexts within Unit #1</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Read Aloud</td>
<td>K.8(B), K.6(D), K.8(A), K.5(C)</td>
</tr>
<tr>
<td>Reading Workshop</td>
<td>K.8(B), K.2(D), K.2(A)(i), K.5(C)</td>
</tr>
<tr>
<td>Integrated Standards</td>
<td>K.5(A), K.3(B), K.3(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i), (ii), (iii), K.9(E), K.5(E), K.6(A), K.6(F)</td>
</tr>
</tbody>
</table>

---

### Unit 2: Readers Build Good Habits

**Estimated Date Range:** 8/26 – 9/20

---

---
**Estimated Time Frame:** 19 days

**Unit Overview:**
In this unit, students will be introduced to the structure and routines of reading workshop during Reading Workshop and hear traditional tales and discuss the plot during Interactive Read Aloud.

The year begins by implementing Reading Workshop—a structure in which teachers can meet the instructional needs of students through four components:
- **Time:** learners read, interact with, and respond to text daily
- **Ownership:** learners read self-selected books from classroom libraries
- **Sharing:** learners collaborate with partners and/or club members about text they read
- **Community:** learners are immersed in print-rich, talk-rich, inviting classrooms safety and consistency

**Big Ideas:**
- Readers understand letters and sounds so they can read words.
- Readers participate in Reader’s Workshop so they can learn, read, and work with others on their literacy skills.
- Reading partners take turns listening and share ideas about books. They try to use complete sentences when they talk.
- Good readers make connections about the book and share them with their class and partner. They talk and act out their favorite parts.
- Readers use the pictures to make sense of the story.

**Essential Questions**
- Why do readers need to understand letters and sounds?
- Why do readers have Reader’s Workshop?
- What makes a good reading partner?
- How do readers talk about text?
- How do pictures help us understand the story?

### Contexts within Unit # 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Read Aloud</td>
<td>K.6(D), K.6(B), K.1(A), K.5(B), K.8(A), K.12(A), K.6(F)</td>
</tr>
<tr>
<td>Reading Workshop</td>
<td>K.1(A), K.1(B), K.1(C), K.1(D), K.5(I), K.2(D)(i), K.5(A)</td>
</tr>
<tr>
<td>Integrated Standards</td>
<td>K.5(A), K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i), (ii), (iii), K.(E ) K.5(E ), K.6(A), K.6(F)</td>
</tr>
</tbody>
</table>

**Unit 3: Readers Read Stories and are Word Solvers**

**Estimated Date Range:** 9/23 – 11/1 (this unit is in both the 1st and 2nd nine weeks)

**Estimated Time Frame:** 27 days (14 days in the 1st 9 weeks, 13 days in the 2nd 9 weeks)

**Unit Overview:**
In this unit, students will use all that they have been learning and letters, words, and text toward the job of actually reading the words in books and in the world. Students will spend time reading supportive emergent texts, environmental print, and familiar books. During Interactive Read Aloud, students will hear stories about Friendship and discuss theme. In Reading Workshop, students will practice word-solving strategies such as reading the whole word, looking for parts of the word you know, and using patterns to help figure out the tricky words, and learn when to recognize if something doesn’t make sense and strategies to use when meaning breaks down.
Big Ideas:
- Readers think about the letters, sounds, and words they know to read and understand the words in books and in the world around them.
- Readers ask and answer questions about characters, setting, problem and resolution to make sure they understand the story.
- Good readers know that stories have characters, setting, problem and resolution. Good readers point to each word, use patterns and pictures to predict the words of the story and use the first letter to figure out words.
- Readers talk to others to grow ideas about stories.

Essential Questions
- What strategies do readers use to read and understand words?
- Why do readers ask and answer questions about stories?
- What makes a good story?

Contexts within Unit #3

<table>
<thead>
<tr>
<th>Interactive Read Aloud</th>
<th>K.7(B), K.7(D), K.7(C), K.9(A), K.6(D), K.6(B), K.5(B), K.6(B), K.7(A), K.12(A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Workshop</td>
<td>K.2(B)(i), K.5(l), K.2(D)(iv), K.5(F), K.5(D)</td>
</tr>
<tr>
<td>Phonics, Spelling, and Word Study</td>
<td>K.2(A) (vi), (x), K.2(B) (i), (ii), K.2(A)(iii), K.2(D)(v)</td>
</tr>
<tr>
<td>Integrated Standards</td>
<td>K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)</td>
</tr>
</tbody>
</table>

Grading Period 2

Unit 3: Readers Read Stories and are Word Solvers
Estimated Date Range: 9/23 – 11/1 (this unit is in both the 1st and 2nd nine weeks)
Estimated Time Frame: 27 days (14 days in the 1st 9 weeks, 13 days in the 2nd 9 weeks)

Unit Overview:
In this unit, students will use all that they have been learning and letters, words, and text toward the job of actually reading the words in books and in the world. Students will spend time reading supportive emergent texts, environmental print, and familiar books. During Interactive Read Aloud, students will hear stories about Friendship and discuss theme. In Reading Workshop, students will practice word-solving strategies such as reading the whole word, looking for parts of the word you know, and using patterns to help figure out the tricky words, and learn when to recognize if something doesn’t make sense and strategies to use when meaning breaks down.

Big Ideas:
- Readers think about the letters, sounds, and words they know to read and understand the words in books and in the world around them.
- Readers ask and answer questions about characters, setting, problem and resolution to make sure they understand the story.
- Good readers know that stories have characters, setting, problem and resolution. Good readers point to each word, use patterns and pictures to predict the words of the story and use the first letter to figure out words.
- Readers talk to others to grow ideas about stories.

Essential Questions
- What strategies to readers use to read and understand words?
- Why do readers ask and answer questions about stories?
- What makes a good story?
• What strategies do readers use when they read?

### Unit 4: Readers Read Informational Text

**Estimated Date Range:** 11/4 – 12/19  
**Estimated Time Frame:** 29 days

**Unit Overview:**
In this unit, students discover more about the world through informational books. Students will learn that readers read to learn, and that books can teach them things they may not otherwise learn or experience. Students will hear a variety of informational texts, including procedural, during Interactive Read Aloud. During Reading workshop, students will notice the features and organization of the informational genre, learn that some text is written to teach you how to do something, engage in conversations with others about what they learn from their reading, and continue practicing their word solving strategies.

**Big Ideas:**
- Readers think about the letters, sounds, and words they know to read and understand the words in books and in the world around them.
- Readers read informational text to learn about something.
- Good readers know that informational texts give information, have text features, and keep the readers’ attention.
- Good readers use the pictures, ask themselves questions, and sound out the words to read informational texts.

**Essential Questions**
- What strategies to readers use to read and understand words? (phonics)
- Why do readers read informational text?
- What makes a good informational text?
- What strategies do readers use when they read informational text?

---

**Contexts within Unit # 4**

<table>
<thead>
<tr>
<th>Contexts within Unit # 4</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Read Aloud</td>
<td>K.9(A), K.9(B), K.9(C), K.8(D)(i)(ii)(iii), K.6(D), K.5(D), K.5(B), K.5(F)</td>
</tr>
<tr>
<td>Reading Workshop</td>
<td>K.6(D), K.5(I), K.8(D)(i)(ii)(iii)</td>
</tr>
<tr>
<td>Phonics, Spelling, and Word Study</td>
<td>K.2(A)(i), (iv)(ii)(iii), (v), (vi), (x), K.2(B)(i), (ii), (iv), K.2(D)(iv)(v), K.2(E)</td>
</tr>
<tr>
<td>Integrated Standards</td>
<td>K.5(A), K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)</td>
</tr>
</tbody>
</table>

---

**Grading Period 3**

**Unit 5: Readers Study Characters**  
**Estimated Date Range:** 1/7 – 2/7
Unit Overview:
In this unit, students think deeply about characters in the books they are reading. Students will concentrate on the characters they meet in their books, and think about how they can get to know them as people, by paying attention to the things that they say and do, the kinds of people they are, and what is revealed about them as the story unfolds.

Big Ideas:
- Readers pay attention to characters to learn more about them and understand the story more deeply.
- Good readers use the pictures, use word-solving strategies, think about the character, change their voice, and act out what they’re reading to understand stories with characters.
- Readers think about the sounds letters make, the position of letters in a word, words that have the same sounds, and identify high frequency words to read and understand the words in books and in the world around them.

Essential Questions
- Why do readers pay attention to characters in stories?
- What strategies do readers use to help them read stories with characters?
- What strategies do readers use to expand their word solving strategies?

Unit 6: Readers Study Authors
Estimated Date Range: 2/10 – 3/6
Estimated Time Frame: 18 days

Unit Overview:
In this unit, students will listen to and read multiple books by mentor authors. Students will think about the stories that the authors write and where their ideas come from. As students are reading these stories, they will practice their word-solving strategies as well as retelling the stories. Readers are building stamina through independent reading and listening to increasingly complex texts in this unit. Readers will spend time discussing their favorite authors with each other.

Big Ideas:
- Readers study authors to learn about the author’s style and make connections between their work and life.
- Good readers use all they have learned about reading and the author to help them read books by the same author.
- Readers learn about the way words work to help them solve words they don’t know.

Essential Questions
- Why do readers study author?
- What strategies do readers use to help them read books by the same author?
- Why do readers learn about the way words work?
Grading Period 4

Unit 7: Readers and Writers are Researchers
Estimated Date Range: 3/216 – 3/17
Estimated Time Frame: 23 days

Unit Overview:
In this unit, students will work deeply in informational text and make decisions regarding how to use it for research purposes. Students will be introduced to features of research and ways authors gather information and ideas. This unit of reading is closely linked to research in writing and is highly supported by the teacher.

Big Ideas:
• Readers discover what they are interested in and do research to learn more.
• Researchers use all they know about reading to find facts about a topic of their choosing.
• Researchers organize their information and share what they’ve learned with others.

Essential Questions
• Why do readers research?
• How do researchers gather facts?
• What do researchers do with the information they discover?

Unit 8: Readers Read It All
Estimated Date Range: 4/20-5/28
Estimated Time Frame: 28 days

Unit Overview:
In this unit, readers will be listening to and reading books in a variety of genres. This unit is the culminating unit of the year and is meant to celebrate the growth students have made as readers. Students will be making connections about a topic across genres during interactive read aloud. In Reading Workshop, readers will be thinking about their favorite books and participating in book talks.
Big Ideas:
• Readers read multiple genres to enjoy texts and compare and analyze information about a topic.
• Readers discuss their favorite books with others and create book talks.
• Readers use what they know about letter, words, and the way they work to help them understand new words and acquire new vocabulary.

Essential Questions
• Why do readers read in multiple genres?
• How do readers share books they enjoy with others?
• How do readers navigate new vocabulary?

<table>
<thead>
<tr>
<th>Contexts within Unit # 8</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Read Aloud</td>
<td>K.9(A), K.9(B), K.5(F), K.5(E), K.7(A), K.12(A), K.5(D), K.7(B), K.7(C), K.7(D), K.8(B), K.8(D)(i)(ii), K.7(B), K.7(C), K.6(B)</td>
</tr>
<tr>
<td>Reading Workshop</td>
<td>K.5(E), K.5(F), K.5(I), K.7(B), K.7(C), K.7(D), K.8(C), K.6(B), K.8(D)(i)(ii)</td>
</tr>
<tr>
<td>Integrated Standards</td>
<td>K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)</td>
</tr>
</tbody>
</table>