

**Reading Workshop Unit of Study
Kindergarten Unit 1**

Content Area: Reading		Grade Level: Kindergarten
Unit Title: Reader Build Good Habits (Unit 1)		Duration: 4 weeks (September – October)
CONCEPTS	ASSESSMENT	INSTRUCTION
Readers have reading identities.	<p>See and hear readers ...</p> <ul style="list-style-type: none"> • Talk about his/her reading interest “My favorite book is...,” “I like books about...,” “Books are special because...” • Draw/write/discuss favorite reading memories “I like reading with...”; “I like reading alone.” “I like reading with a partner.” • Choosing different books and share with partners. • Settling into reading spots. • Read in their reading spots • Reading environmental print • Talk about books with partners 	<ul style="list-style-type: none"> • Readers have different interests • Readers read in different places • Readers read alone or with partners • Readers have books that are special to them (bring in favorite books) • Readers have a favorite reading memory • Readers choose books they are interested in
Readers take care of books.	<p>See readers ...</p> <ul style="list-style-type: none"> • Holding book by spine • Turn pages carefully • Gently place book, cover up, so it fits into basket <p>Hear readers...</p> <ul style="list-style-type: none"> • Say, “This book goes this way” • “Where does this book go?” 	<ul style="list-style-type: none"> • Readers hold books by the spine • Readers turn pages carefully • Readers put book away gently • Readers put damaged books in the “Book Hospital”

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<p>Readers follow routines and procedures for their reading.</p>	<p>See readers ...</p> <ul style="list-style-type: none"> • Moving carefully to reading spot • Sitting in reading spots • Not talking to others • Reading in a whisper voice • Kindly reminding partners to read quietly <p>Hear readers...</p> <ul style="list-style-type: none"> • Say, Please read quietly” • “I’m reading” 	<ul style="list-style-type: none"> • How to move carefully and quickly through the classroom before and after workshop • Readers stay in their reading spot • Noise levels that are good for all readers • Kind reminders for noisy or distracting behavior
<p>Readers are engaged in reading.</p>	<p>See readers ...</p> <ul style="list-style-type: none"> • Looking at a book • Pointing at part of the book <p>Hear readers ...</p> <ul style="list-style-type: none"> • Say words from the text • “Look at this...” • “This is funny” • “I like this part...” 	<ul style="list-style-type: none"> • Readers read in different ways • What can I do when I am done with a book?

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<p>Readers talk about books with others</p>	<p>See readers ...</p> <ul style="list-style-type: none"> • Partners looking at each other • Pointing and discussing • Sitting side-by-side with a book flat in the middle. • Looking at their book(s) together <p>Hear readers ...</p> <ul style="list-style-type: none"> • Talk about a book staying on topic-“I like ...” “My favorite part...” • “This is the book I read.” • Talk about how to take turns talking about the books. 	<ul style="list-style-type: none"> • Readers have thoughts about books and share ideas • Readers talk to a partner about books • Partners sit side-by-side and read with the book in the middle • Partners take turns making decisions • Listeners give all their attention to the reader
<p>Readers are responsible</p>	<p>See readers ...</p> <ul style="list-style-type: none"> • Taking books from the library carefully • Choosing books • Choose an appropriate reading nook <p>Hear readers...</p> <ul style="list-style-type: none"> • Say, “I’m going to read this today” • “I want to read this book” • “This is a good place for me to read because...” 	<ul style="list-style-type: none"> • Readers choose books to keep themselves reading • Readers choose available books • Readers make decisions about which books to read today. • Readers choose places to read • Readers stay in their reading nooks reading