

READINGTON PUBLIC SCHOOL DISTRICT
Kindergarten English Language Arts Curriculum 2023

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I. PURPOSE AND OVERVIEW

The Readington School District literacy program provides a balanced instructional approach, which includes four main categories: (1) reading, (2) writing, (3) phonics, and (3) oral language. The reading component focuses on print concepts, sound/symbol relationships, beginning reading which includes following a simple pattern, and extended reading, which includes reading texts that have usually two to six lines of print and comprehending what they read. Teachers use research-based strategies such as read aloud, shared reading, word work, and interactive writing to develop students' skills. Teachers use guided reading instruction that helps our youngest learners build in already established reading behaviors.

The writing component focuses on students developing their understanding of words and thoughts matters and can be written down and represented by symbols. Students focus on specific text types: narrative, informative, and opinion. Students write daily for a variety of purposes in the classroom, including writing about many of their own topics, responding to a book they have read, completing activities at a learning center, writing a note to a friend, or writing their own books and stories. Imbedded in the writing instruction is handwriting instruction. Students learn correct pencil grip, formation of letters and numbers, and spacing between words.

Oral language development supports students' developing literacy by forming the foundation upon which reading and writing are built. The components of oral language component include phonemic awareness, speaking, and listening. Phonemic awareness has been shown to be an important precursor to reading development. Speaking requires students to formulate messages that are understood by others. This is important preparation for communication through writing. Listening requires students to comprehend messages from others. These same comprehension skills can then be adapted to reading comprehension.

Phonics and spelling instruction are derived from the research that young readers and writers develop specific understandings over time. Even before students can read, they begin to develop some awareness of how written language works. The alphabetic principle, the concept that letters stand for speech sounds, must be developed in the young reader. In order for children to begin to use letters of the alphabet to form words and to begin to put the sounds of letters together to read words, they must have knowledge of the phonemes that correspond to letters. Teachers develop this understanding by reading aloud to students and engaging them in rhyming and alliteration games and other types of sound play. As students acquire the alphabetic principle, they learn to use their letter-sound knowledge to match spoken words with words in print and develop a concept of word.

Our curriculum is designed to be responsive to the developmental stages. Our differentiated workshop approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students in building independence as readers, writers, speakers, listeners, and language users. They will respond to the varying demands of audience, task, purpose, and discipline.

The kindergarten literacy program is designed to provide a developmentally appropriate introduction to books, writing, and oral communication. The curriculum is rooted in the philosophy that children at this age develop key understandings about literacy that form the foundation for learning to read and write successfully in subsequent school years. The curriculum reflects the current research in early childhood literacy education through its focus on developing oral language competence, concepts about books and print, and opportunities to express thoughts in writing.

II. GOALS

This curriculum is linked to the 2016 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

III. ASSESSMENT

Student learning will be assessed through

- Student/ teacher conferences
- Running Record Assessments
- Teacher's College Scored Common Assessment Student Writings in Narrative, Opinion, and Information
- Writing samples and student writing portfolios

- Student presentations
- Writer's Folders
- Student Performance Checklists
- Standards-Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

IV. KINDERGARTEN PACING GUIDE

	Reading	Phonics	Writing
Unit 1 Sept./Oct. 6 weeks	<p>We Are Readers (Book 1)</p> <ul style="list-style-type: none"> • Readers read the print, not the pictures • Readers turn the pages to read and look at the left page first 	<p>Making Friends with Letters (Book 1)</p> <ul style="list-style-type: none"> • Studying people's names can help you get to know each other and the alphabet • Learning your own name by heart • Using star names to write 	<p>Launching Writer's Workshop: Book 1, Bends I & II & Sessions 18 & 19 (7 weeks)</p> <ul style="list-style-type: none"> • Writers use pictures and/ or words to communicate with one another and to express our ideas • Writers use routines and materials to help them develop stories
Unit 2 Oct./Nov. 4 Weeks	<p>Emergent Reading: Looking Closely at Familiar Texts (If...Then...)</p> <ul style="list-style-type: none"> • Readers have conversations about familiar books with reading partners • Pictures can help a reader retell, interpret and elaborate on a story 	<p>Word Scientists (Book 2)</p> <ul style="list-style-type: none"> • Studying the alphabet and the alphabet chart • Using the alphabet to write • Studying and using high frequency words to write and read 	<p>Show & Tell: From Labels to Patterns (5 weeks)</p> <ul style="list-style-type: none"> • Reading and writing nonfiction books and thinking like a scientist help one to gain an understanding of the world
Unit 3 Nov./Dec. 6 weeks	<p>Super Powers: Reading with Print Strategies and Sight Word Power (Book 2)</p> <ul style="list-style-type: none"> • Print has meaning and matches the words we say • Good readers choose the right strategy for them when they need to read a difficult word • Readers persevere when words get tricky 	<p>Word- Part Power (Book 3)</p> <ul style="list-style-type: none"> • Writing power • Word part power • Word parts, snap words, and digraphs 	<p>Launching the Writing Workshop (Book 1, Bend III & IV) leads into Writing For Readers (Book 2) (7 weeks)</p> <ul style="list-style-type: none"> • Writers can share their personal experiences • Writers tell and write stories in sequential order
Unit 4 Jan./Feb. 5 weeks	<p>Bigger Books, Bigger Reading Muscles (Book 3)</p> <ul style="list-style-type: none"> • Good readers use patterns to decode unfamiliar words 	<p>Vowel Power (Book 4)</p> <ul style="list-style-type: none"> • Vowels are in every word • Distinguishing short vowel sounds 	<p>How-To-Books: Writing to Teach Others (Book 3)</p> <ul style="list-style-type: none"> • Writers alternate between doing (dramatizing), drawing and writing on a topic

	<ul style="list-style-type: none"> As books become harder, readers need to use new strategies 	<ul style="list-style-type: none"> Vowels in bigger words 	<p>they know well</p> <ul style="list-style-type: none"> Writers will study mentor procedural texts to help them understand how to write better first drafts and revise prior writing
Unit 5 Feb./ March 4 weeks	<p>Becoming Avid Readers (Book 4)</p> <ul style="list-style-type: none"> Good readers determine a character's mood by focusing on the illustrations and photographs Readers create mental images during reading Readers hold collaborative conversations about their book to help them think deeply 	<p>Playing With Phonics (Book 5)</p> <ul style="list-style-type: none"> Playing with sounds Writing longer words Playing with phonics poems 	<p>Persuasive Writing of All Kinds (Book 4) (6 weeks)</p> <ul style="list-style-type: none"> Writers will study how their writing can make the world a better place Writers learn to identify problems and use convincing words to bring about change
Unit 6 March/ Apr. 6 weeks	<p>Growing Expertise in Little Books: Reading for Information (If...Then...)</p> <ul style="list-style-type: none"> Readers read the words and use the pictures to add to understanding of topics Readers raise questions about the text Readers can read more than one book about a topic and add what they learn from one to what they learn from the next 	<p>Phonics Projects</p> <ul style="list-style-type: none"> Spotlight phonics concepts students need to explore or reinforce 	<p>All About Books (If...Then...) (3 weeks)</p> <ul style="list-style-type: none"> Good writers recognize their knowledge on many topics and understand the importance of teaching others through writing Good writers revise often and with purpose
Unit 7 May/June 6 weeks	<p>Readers Are Resourceful: Tackling Hard Words and Tricky Parts</p> <ul style="list-style-type: none"> Good readers use more than one strategy when decoding unfamiliar words if initially unsuccessful Good readers monitor their reading and self-correct as needed Good readers reread for multiple purposes 	<p>Phonics Projects</p> <ul style="list-style-type: none"> Spotlight phonics concepts students need to explore or reinforce 	<p>I am a Writer! Celebrating My Success (3 weeks)</p> <ul style="list-style-type: none"> Writers can share their personal experiences Writers can use the revision process to make stories more fun to read Writers understand that every experience can be turned into a piece of writing

KINDERGARTEN READING

Reading Unit 1~ We Are Readers September/October (6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Print and pictures are different but connected • Readers read the print, not the pictures • Readers turn the pages to read and look at the left page first <p>Goals:</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by</p>	<p>Bend 1: Launching with Learn-About-the-World Books</p> <ul style="list-style-type: none"> • Readers read the world • Readers read books to learn about the world • Readers read by themselves and with others • Readers read a book from cover to cover, left to right, and top to bottom • Readers use pictures to understand the story and check comprehension • Readers read, ask questions, and retell • Readers reread a book by putting all the pages together • Readers reread to rethink • Rereading helps readers learn from words in books • Readers sound like teachers when they read learn about the world books • Authors and illustrators have important jobs • The title page includes important information about a text <p>Bend 2: Reading Old Favorite Storybooks</p> <ul style="list-style-type: none"> • Readers can read stories they have heard a zillion times • Readers work hard to make the words they read match the page they are reading • Readers know how to get their own old favorite storybooks • Readers use exact character words • Readers reread old favorites remembering to say more and more of the story 	<p>Core Materials: Units of Study for Reading Units of Study for Phonics</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries Phonological Awareness Instruction Toolkit</p> <p>Mentor Texts (Instructional Read Aloud): <i>The Beetle Alphabet Book</i> by Jerry Pallotta <i>The Carrot Seed</i> by Ruth Krauss <i>Three Billy Goats Gruff</i> by Paul Galdone <i>Mrs. Wishy Washy</i> by Joy Cowley <i>William's Winter Nap</i> by Linda Ashman</p> <p>Teacher Resources: Phonological Awareness Instruction Toolkit</p> <p><i>Units of Study for Teaching Reading</i> by Lucy Calkins Unit 1: We Are Readers</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p>Handwriting Without Tears</p> <p><i>Units of Study In Phonics</i> by Lucy Calkins Unit 1: Making Friends with Letters</p> <p>Supports for Phonological Awareness, Heinemann Online</p>

<p>producing many of the most frequently used sounds of each consonant. C. Read high-frequency and sight words with automaticity.</p> <p>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.</p> <p>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).</p> <p>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).</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> • Readers use special connecting words to put storybook pages together • Readers use more and more words that are exactly the same in their old favorites • Readers can point to and read some words in their old favorites • Readers ask questions about the parts of the book they do not understand • Readers work with their partners using all they know to read old favorites • Partners take turns speaking, asking questions, and listening <p>Phonics: Making Friends with Letters (Book 1) Bend I- Studying people’s names can help you get to know each other - and the alphabet</p> <ul style="list-style-type: none"> • To learn a name well, It helps to do Things with the Name • Names- and words- can teach us letters and sounds • Learning to own letters • By studying names, we can learn more letters • Syllables can help readers and writers tackle long words • Comparing two names that both start with the same letter • Vowels are special letters <p>Bend II- Learning your own name by heart</p> <ul style="list-style-type: none"> • Learning your own name by heart • Learning to write names by heart • Owning letters and teaching them to others <p>Bend III- Using star names to write</p> <ul style="list-style-type: none"> • Labeling things in the classroom • Learning more words by heart • Writing new letters with help from friends • Favorite characters can become start names • Learning even more words by heart 	<p>Resources</p> <p>Technology:</p> <ul style="list-style-type: none"> • Starfall • Raz-Kids • PBS Kids <p>Assessment: Formative:</p> <ul style="list-style-type: none"> • Thumbs Up Thumbs Down • Exit Tickets/Post it Notes • Think Pair Share • Poll the class <p>Summative:</p> <ul style="list-style-type: none"> • Rubric <p>Benchmark: September</p> <ul style="list-style-type: none"> • Assessing Letter Sound Correspondences: Do You Know Your ABC’s? <ul style="list-style-type: none"> • Letter Id for Sept. <ul style="list-style-type: none"> ○ Below benchmark: 6 or below ○ Slightly below benchmark: 7-11 ○ On benchmark: 12 ○ Exceeds benchmark: 13+ • Letter/Sound for Sept. <ul style="list-style-type: none"> ○ Below benchmark: 1 ○ Slightly below benchmark: 2 ○ On benchmark: 3 ○ Exceeds benchmark: 4+ • Assessing Concepts About Print: “Help Your Teacher Read a Book” p. 90 <ul style="list-style-type: none"> • Meeting expectations: 4 out of 4 • Assess in again in 1 month: 3 out of 4 or below <p>Alternative:</p> <ul style="list-style-type: none"> • Beats Walk-syllabating as they touch items throughout the classroom • Blending syllables • Replicate-rhyme walk • Letter lunch • Replicate-Robot Lunch -saying foods in robot talk • magnetic letters-sorting
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	<ul style="list-style-type: none"> Walking through life differently <p>High-Frequency Words: Provide time to practice individually, with partners, or in small groups</p>	<ul style="list-style-type: none"> Sorting letters with Mabel letters-noticing features Writing giant letters in the sky Writing lowercase letters in the sky
Interdisciplinary Connections		
<p>Social Studies: 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought). Activity: Students will use post-it notes to label their classroom community.</p> <p>Visual and Performing Arts: 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling. 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. Activity: Students will draw a picture and label the picture.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Ready Practice: Work productively in teams while using cultural global competence. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.2: Create a document using a word processing application. Activity: Students are placed in small groups, partners, or rug clubs to contribute as a team during word and letter games. Students will then create their own game for letters and words.</p> <p>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits. 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). Activity: Students will be given a homework assignment to walk around their neighborhood to draw pictures and label what they see. The assignment will be discussed in class the next day through a lens of life roles and civic and work-related activities in the school, home, and community.</p>		
Computer Science & Design Thinking		
<p>Technology: 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Students will use computer games related to phonics such as Star-Fall, Raz Kids, PBS Kids, etc.</p>		

**Reading Unit 2 ~
Emergent Reading: Looking Closely at Familiar Texts
October/November (4 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Readers think deeply about a text, story elements and characters Readers have conversations about familiar books with reading partners Pictures can help a reader retell, interpret and 	<p>Bend I: Readers Reread and Look Closely at Books They Know Well to Make Their Reading Sound Like a Story</p> <ul style="list-style-type: none"> Transfer and apply skills for storytelling in familiar books to other genres Apply reading skills when 	<p>Core Materials: Units of Study for Reading Units of Study for Phonics</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries Phonological Awareness Instruction Toolkit</p>

<p>elaborate on a story</p> <ul style="list-style-type: none"> Books and stories have a specific structure <p>Goals: 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).</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.C Understand that words are separated by spaces in print.</p> <p>RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2.A Recognize and produce rhyming words.</p> <p>RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under</p>	<p>books become challenging</p> <ul style="list-style-type: none"> Look at the words on the page that are familiar (such as repetitive refrains and bolded words), and point to them while reading Readers ask questions about words they do not know in the text <p>Bend II: Readers Reread and Write Words to Look Closely and Notice More in the Story</p> <ul style="list-style-type: none"> Studying the pictures closely can help readers notice more in their stories Labeling the pictures is a helpful reading strategy Segment and listen carefully to hear more sounds in words Use developmental spelling to label and begin to make two-word labels using articles Readers can identify characters, setting, and events in a story <p>Bend III: Readers Invent Fun Things to Do with Books They Know Really Well and Have Studied Closely</p> <ul style="list-style-type: none"> Readers not only read but also talk with others about what they read Using sticky notes to mark places help readers remember what they want to share with others When talking about books, good partners use questions and prompts with one another to grow their conversations Readers can reenact their books and can use audio or video recordings to do so Readers can talk about the adventures of characters in the book they are reading 	<p>Mentor Texts (Instructional Read Aloud): <i>The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear</i> by Don and Audrey Wood <i>Caps for Sale</i> by Esphyr Slobodkina <i>The Carrot Seed</i> by Ruth Krauss <i>Three Billy Goats Gruff</i> by Paul Galdone <i>Mrs. Wishy Washy</i> by Joy Cowley <i>Dan the Flying Man</i> by Joy Cowley</p> <p>Teacher Resources: Phonological Awareness Instruction Toolkit <i>Units of Study for Teaching Reading</i> by Lucy Calkins If...Then...Curriculum and Online Resources Emergent Reading: Looking Closely at Familiar Texts <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>Units of Study in Phonics:</i> Unit 2: <i>Word Scientists</i> Supports for Phonological Awareness, Heinemann Online Resources</p> <p>Technology:</p> <ul style="list-style-type: none"> Document camera Online read alouds Interactive whiteboard <p>Assessments: Formative:</p> <ul style="list-style-type: none"> Thumbs Up Thumbs Down Exit Tickets/Post it Notes Whiteboards record Think Pair Share
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<p>discussion).</p> <p>SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>and from books they have read or listened to in the past</p> <p>Phonics: Word Scientists (Book 2) Bend I: Studying the Alphabet and the Alphabet Chart</p> <ul style="list-style-type: none"> • We are word scientists • Understanding how the alphabet chart works- keywords and initial sounds • Learning snap words to write about what we notice • Comparing different alphabet charts • Reconstruct a new alphabet chart • Adding pictures to the alphabet chart • Using the alphabet chart with increasing automaticity • ABC school <p>Bend II: Using the Alphabet to Write</p> <ul style="list-style-type: none"> • When you know the alphabet chart really well, you can use it to write • Writers use what they know about letters to label their writing • Learning new snap words • Listening to the ends of words matters • Listening to sounds all across the word <p>Bend III: Studying and Using High Frequency Words to Write and Read</p> <ul style="list-style-type: none"> • Keep your word collection close, so you can grow, study, and use it • Recognize snap words when the font is different • Interactive writing • Making lesson plans • Word school <p>High-Frequency Words: Provide time to practice individually, with partners, or in small groups. Locate and read high frequency words. Recognize and use high-frequency</p>	<ul style="list-style-type: none"> • Affirmative-turn to a partner and give a positive statement “I knew that!” or “Now I Know “ • Conference notes • Teacher observation <p>Summative:</p> <ul style="list-style-type: none"> • Student portfolio • Rubrics <p>Benchmark:</p> <ul style="list-style-type: none"> • Assessing Concepts About Print: “Help Your Teacher Read a Book” <ul style="list-style-type: none"> • Reassess if students did not meet expectations in Unit 1 <p>November</p> <ul style="list-style-type: none"> • Assessing Letter-Sound Correspondence: “Do You Know Your ABC’s?” <ul style="list-style-type: none"> • Letter Id for Nov. <ul style="list-style-type: none"> ○ Below benchmark: 11 or below ○ Slightly below benchmark: 12-17 ○ On benchmark: 18-29 ○ Exceeds benchmark: 30+ • Letter/Sound for Nov. <ul style="list-style-type: none"> ○ Below benchmark: 4 or below ○ Slightly below benchmark: 5-8 ○ On benchmark: 9-13 ○ Exceeds benchmark: 14+ <p>End of Unit (November):</p> <ul style="list-style-type: none"> • Assessing Phonological Awareness, Blending, and Segmenting: “Robot Talk” <ul style="list-style-type: none"> ○ Meeting expectations: Row 1, 2, 3 • Assessing Developmental Spelling: “Help Mabel Label a Picture Book: A Birthday Party” <ul style="list-style-type: none"> ○ Meeting Expectations <ul style="list-style-type: none"> ○ Initial Consonants: 5-6 ○ Final Consonants: 5-6 ○ Digraphs: 0-2 ○ Short Vowels: 0-2 ○ Blends: 0-2
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	words with one, two, or three letters. Write high frequency words in continuous text. Develop strategies for learning high frequency words.	Alternative: <ul style="list-style-type: none"> • Words fell out of the book • Pictures fell out of the book • Make it Match
Interdisciplinary Connections		
<p>Visual and Performing Arts: 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed. Activity: Students will sing rhyming songs and clap out syllables.</p> <p>Social Studies:6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. Activity: Students will create classroom rules with each other and clap out the syllables of their lists.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.DC.5: Explain what a digital footprint is and how it is created. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5). Activity: Students will create their own alphabet chart on a Google Doc. The students will insert a table and then add capital letters and lowercase letters with a corresponding picture.</p> <p>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will be given an assignment to complete an alphabet book. The class will discuss how reading will benefit them in the future and what careers require the ability to read.</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. Activity: Students will be given an assignment to complete an alphabet book. The class will discuss how reading will benefit them in the future.</p>		
Computer Science & Design Thinking		
<p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. Activity: Students will list upper and lowercase letters and or sight words in a spreadsheet format.</p>		

**Reading Unit 3 ~
Super Powers: Reading with Print Strategies and Sight Word Power
November/December (6 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Good readers check for meaning • Print has meaning and matches the words we say • Good readers choose the right strategy for them when they need to read a difficult word 	<p>Bend 1: Using Superpowers to Look and Point, and Then Read Everything</p> <ul style="list-style-type: none"> • Readers have super powers to look, point, and read everything they can! • Super readers use pointer power to check their reading, making sure what 	<p>Core Materials: Units of Study for Reading Units of Study for Phonics</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries Phonological Awareness Instruction Toolkit</p>

<ul style="list-style-type: none"> • Readers persevere when words get tricky • Fluent reading brings a book to life <p>Goals: RI.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text</p> <p>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.</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print. D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding. B. Read grade level text for purpose and understanding.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>they say matches what they see</p> <ul style="list-style-type: none"> • Readers look for the author and illustrator of a book before beginning to read the story • Readers don't let longer words slow them down: Every word gets one tap • Readers use snap words to anchor their pointer power • Partner power gives readers even stronger pointer power <p>Bend 2: Taking on Even the Hardest Words</p> <ul style="list-style-type: none"> • Super readers put powers together • Super readers learn words and practice them, read and practice reading them in a "Snap!" • Super readers make the first sound in the word to help them read the word • Super readers don't give up! • Readers ask questions as they read • Celebration: Readers show off their powers <p>Bend 3: Bring Books to Life</p> <ul style="list-style-type: none"> • Readers use their voices to bring books to life • Readers use the pattern to sing out their books • Readers use punctuation to punctuation to figure out how to read • Readers change their voices to show they understand the book • Super readers tell about books, too! • Readers retell books after they read them • Readers think about and decide if an author has told them important facts 	<p>Mentor Texts (Instructional Read Aloud): <u><i>Brown Bear, Brown Bear</i></u> by E. Carle <u><i>In the Garden</i></u> by Annette Smith, Jenny Giles, and Beverley Randell <u><i>It's Super Mouse!</i></u> by Phyllis Root <u><i>So Much!</i></u> by Trish Cooke</p> <p>Teacher Resources: Phonological Awareness Instruction Toolkit <u><i>Units of Study for Teaching Reading</i></u> by Lucy Calkins Unit 2: Super Powers: Reading with Print Strategies and Sight Word Power <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Daily Café</i></u> by Gail Boushey and Joan Moser <u><i>Phonics Units of Study</i></u> by Lucy Calkins Unit 3: <u><i>Word Part Power</i></u> Supports for Phonological Awareness, Heinemann Online Resources</p> <p>Technology:</p> <ul style="list-style-type: none"> • Document camera • ABCya • Starfall • RAZ Kids <p>Assessments: Formative:</p> <ul style="list-style-type: none"> • Thumbs Up Thumbs Down • Exit Tickets/Post it Notes • Whiteboards quick • Think Pair Share <p>Summative:</p> <ul style="list-style-type: none"> • Portfolio • Rubric • Presentation
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<p>SL.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequently used sounds of each consonant.</p>	<ul style="list-style-type: none"> • Celebration: The gift of reading <p>Phonics: Word- Part Power (Book 3)</p> <p>Bend I: Writing Power</p> <ul style="list-style-type: none"> • Using pointer power in writing workshop too • Using snap words and stretch words to write • Writers take risks • Hearing and recording more sounds in words • Using our writing super powers to edit and celebrate our written work <p>Bend II: Word- Part Power</p> <ul style="list-style-type: none"> • Using word- part power • Making words with more vowel consonant rimes • Learning to hear rimes in words • Mix and make • Reading words letter- by- part instead of one letter at a time <p>Bend III: Word parts, Snap Words, and Digraphs- Yee- haw!</p> <ul style="list-style-type: none"> • Discover new word part power • Using word parts (- ip, -op) to write new words • Using word parts and Dr. Seuss- like rhymes to read • Finding word parts in the alphabet chart • Studying one word to learn about how letters and words work • Word-part rodeo • Using all your powers <p>High-Frequency Words: Provide time to practice individually, with partners, or in small groups. Locate and read high frequency words. Recognize and use high-frequency words with one, two, or three letters.</p>	<p>Benchmarks:</p> <ul style="list-style-type: none"> • Running Record 1st Interval Assessment Expectations: <ul style="list-style-type: none"> • Approaching Benchmark: A • On Benchmark: B • Exceeds Expectations: C <p>At the End of the Unit:</p> <ul style="list-style-type: none"> • Assessing Phonological Awareness, Blending, and Segmenting: “Robot Talk” p. 91 <ul style="list-style-type: none"> ○ Meeting expectations: Rows 1-4 • Assessing Developmental Spelling: “Help Mabel Label a Picture Book: A Birthday Party” p. 95 <ul style="list-style-type: none"> ○ Meeting Expectations ○ Initial Consonants: 5-6 ○ Final Consonants: 5-6 ○ Digraphs: 3-4 ○ Short Vowels: 5-6 ○ Blends: 0-2 • Emptying Your Snap Word Pouch p. 107 <ul style="list-style-type: none"> ○ By the end of Kindergarten 50 words <p>Alternative:</p> <ul style="list-style-type: none"> • Learning a Letter • Playing with Letters and Sounds • Replicate-Play with Vowels • Forming Capital and or Lowercase Letters • The Word Fell Out of the Book • Make it Match
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	Write high frequency words in continuous text. Develop strategies for learning high frequency words.	
Interdisciplinary Connections		
<p>Visual and Performing Arts:1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. Activity: Students will draw with a partner on their dry erase boards, using elements and principles of design, the Reading Super Powers and label them.</p> <p>Social Studies:• 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. Activity: Students will use their Reading Super Powers when they are learning about rules in their classrooms, community, and neighborhoods.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Activity: Students will choose a book to read at their level. They will then explain to the class why the book is recommended or not. Students will listen to the book online and share the similarities and differences of how they read.</p> <p>9.2.2.CAP.2: Explain why employers are willing to pay individuals to work. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Activity: Students will read texts about different jobs. The students will choose a job to discuss and what he/she needs to do to be prepared for the job.</p>		
Computer Science & Design Thinking		
<p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. Activity: Students will list Reading Super Powers and then draw a picture to go with their Reading Super Powers.</p>		

Reading Unit 4~
Bigger Books, Bigger Reading Muscles
 January/February (5 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Good readers use patterns to decode unfamiliar words • As books become harder, readers need to use new strategies <p>Goals: RL.K.3 With prompting and support, identify characters,</p>	<p>Bend 1: Tackling More Challenging Books</p> <ul style="list-style-type: none"> • Tackling more challenging books • Readers use patterns to help them read almost every page • Readers figure out the changing words in the pattern 	<p>Core Materials: Units of Study for Reading Units of Study for Phonics</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries Phonological Awareness Instruction Toolkit</p>

<p>settings, and major events in a story.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.C Read high-frequency and sight words with automaticity.</p> <p>RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.4.A Read emergent-readers with purpose and understanding.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> • Readers use all of their super powers to read pattern breaks in book • Readers check their reading • Readers use the pattern and the ending to understand their books <p>Bend 2: Zooming in on Letters and Sounds</p> <ul style="list-style-type: none"> • Readers use their letter-sound knowledge to help them read words on the page • Readers use their letter-sound knowledge to help them read unknown words • Readers can notice consonant clusters to help solve unknown words • Readers look to the ends of words as they read • Readers preview a page locate unknown words before reading <p>Bend 3: Graduation: Becoming Stronger Readers</p> <ul style="list-style-type: none"> • Readers can read independently, with a partner, and in a group • As books become harder, readers need new kinds of picture power • Readers can lean on their snap word power • Readers can read snap words with inflected endings • Readers use all they know about stories to make predictions • Readers need extra-strength reread power to bring their books to life • Readers can retell a story and remember the key details and events • Readers need extra-strength book talk power • Celebration: Readers use all their powers to read new books <p>Phonics: Vowel Power (Book 4)</p>	<p>Mentor Texts (Instructional Read Aloud): <i>Picnic</i> by Phyllis Root <i>Pizza</i> by Phyllis Root <i>We Will Go</i> by Zoe Ryder White <i>Can You See the Eggs</i> by Jenny Giles <i>Hide and Seek</i> by Lila <i>Kitty Cat and Fat Cat</i> Rigby <i>Oh, the Places You'll Go!</i> By Dr. Seuss <i>Wake Up, Dad</i> by Beverley Randell <i>Dragonflies</i> by Margaret Hall <i>My Bug Box</i> by Pat Blanchard and Joanne Suhr</p> <p>Teacher Resources: Phonological Awareness Instruction Toolkit</p> <p><i>Units of Study for Teaching Reading</i> by Lucy Calkins Unit 3: Bigger Books, Bigger Reading Muscles</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Units of Study in Phonics</i> by Lucy Calkins Unit 4: <i>Vowel Power</i> Supports for Phonological Awareness, Heinemann Online Resources</p> <p>Technology:</p> <ul style="list-style-type: none"> • Document camera • Interactive whiteboard • StarFall <p>Assessments: Formative:</p> <ul style="list-style-type: none"> • Thumbs up, Thumbs down • Exit Tickets/Post it Notes • Whiteboards • Think Pair Share
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	<p>Bend I- Vowels in Every Word</p> <ul style="list-style-type: none"> • Every word has at least one vowel • Checking for vowels in writing • Isolating the short-vowel sound in the middle of words (-VC) • Writing sentences with short a and short I (CVC words) • Shared reading with a focus on words with short A and short I • Editing for short vowels A and I <p>Bend II- Distinguishing short-vowel sounds</p> <ul style="list-style-type: none"> • Distinguishing short E, O and I sounds • Identifying and editing for short E, O and U • Vocalizing vowel sounds to notice differences • Introducing new snap words • Using interactive writing to build ownership and support transfer • Making new words by changing vowels and other letters <p>Bend III- Vowels in Bigger Words</p> <ul style="list-style-type: none"> • Every syllable has at least one vowel • Segmenting bigger words by syllable • Distinguishing short-vowel sounds in bigger words • Vowels make more than one sound • Becoming more automatic with digraphs • Flexibility with vowel power, word-part power, and snap word power in writing • Mabel's graduation and a celebration of vowel power 	<ul style="list-style-type: none"> • Tally Marks • Poll the class <p>Summative:</p> <ul style="list-style-type: none"> • Portfolio • Exit ticket • Class discussion <p>Benchmarks: At the End of the Unit</p> <ul style="list-style-type: none"> • Assessing Letter-Sound Correspondence: "Do You Know Your ABC's?" p. 86 • Letter Id for Jan. <ul style="list-style-type: none"> ○ Below benchmark: 17 or below ○ Slightly below benchmark: 18-29 ○ On benchmark: 30-41 ○ Exceeds benchmark: 42+ • Letter/Sound for Jan. <ul style="list-style-type: none"> ○ Below benchmark: 8 or below ○ Slightly below benchmark: 9-14 ○ On benchmark: 15-19 ○ Exceeds benchmark: 20+ • Assessing Phonological Awareness, Blending, and Segmenting: "Robot Talk" p. 91 <ul style="list-style-type: none"> ○ Meeting expectations: Rows 1-5 <p>Alternative:</p> <ul style="list-style-type: none"> • Picture sort with initial sounds with kinesthetic learning-hop wiggle touch. • Letter sorts • Building words • Interactive editing • Middles matter • Making CVC words • The Case of the Silent e • Check the pictures and the letters • Moving your eyes to the end of the word • You've got to double check • Use snap words to read longer words
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	<p>High-Frequency Words: Provide time to practice individually, with partners, or in small groups. Locate and read high frequency words. Recognize and use high-frequency words with one, two, or three letters. Write high frequency words in continuous text. Develop strategies for learning high frequency words.</p>	
Interdisciplinary Connections		
<p>Visual and Performing Arts: 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama). Activity: Students will act out their new sight words with their partner or rug club.</p> <p>Social Studies: 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. Activity: Students will read about natural resources. Then they will draw and label natural resources that we use, such as wood, cotton, water, plants, etc. They will share their work with their peers.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Ready Practice: Act as a responsible and contributing citizen and employee. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). Activity: Students will share their books with their partner, discussing and explaining the story elements. Students will respond appropriately to their peers. Students will rate their partners' books using an online platform.</p> <p>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will interview a community member to see what qualifications they needed to perform their job.</p>		
Computer Science & Design Thinking		
<p>8.1.2.DA.3: Identify and describe patterns in data visualizations. Activity: The students will be given an assignment to type their snap words. The students will type the snap words into a spreadsheet. They will sort the words based on how many letters.</p>		

Reading Unit 5 ~
 Becoming Avid Readers
 Feb./March (4 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Stories have structure and characteristics in common • Good readers determine a 	<p>Bend 1: Becoming an Avid Reader</p> <ul style="list-style-type: none"> • What is an avid reader? • Reacting to books • Capturing thinking about books 	<p>Core Materials: Units of Study for Reading Units of Study for Phonics</p>

<p>character's mood by focusing on the illustrations and photographs</p> <ul style="list-style-type: none"> • Readers create mental images during reading • Readers hold collaborative conversations about their book to help them think deeply • Good readers texts and look for common points and ideas • Good readers back-up their ideas about a book with parts of the text <p>Goals: RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.4 Read emergent text with</p>	<ul style="list-style-type: none"> • Avid readers research just-right words to describe feelings • Avid readers make playdates • Playing pretend with fluent reading • Close reading and book-based pretending <p>Bend 2: Learning from All-About Books</p> <ul style="list-style-type: none"> • Thinking about and reacting to nonfiction texts • Talking like an expert • Identifying the author's main idea • Nonfiction reading playdates • Falling in love with topics • Avid nonfiction readers notice similarities and differences in books and ask questions • Making connections between ideas or events in a text • Avid nonfiction readers pretend <p>Bend 3: Falling in Love with Poetry</p> <ul style="list-style-type: none"> • Reading for meaning and rhythm and fun • Clarifying unknown words to read for meaning • Readers bring out a poem's meaning and feeling • Becoming a copycat poet • Avid readers' poetry extravaganza <p>Phonics: Playing With Phonics (Book 5)</p> <p>Bend I: Playing With Sounds</p> <ul style="list-style-type: none"> • Playing with sounds • Listening for the sounds that are "Hiding in the Edges" of blends • Reading poetry with All You Know • Playing "Guess the Covered Word" with Poetry • Revisiting writing to capture all the sounds in words <p>Bend II: Writing Longer Words</p> <ul style="list-style-type: none"> • Magic Spells • Activating word-part power to write longer words • Learning new snap words to write even more words 	<p>Supplemental Materials: Leveled Bookroom Classroom Libraries Phonological Awareness Instruction Toolkit</p> <p>Mentor Texts (Instructional Read Aloud): <i>The Carrot Seed</i> by Ruth Krauss <i>Not Norman: A Goldfish Story</i> by Kelly Bennett <i>Honey Bees</i> by Martha Rustad <i>Dragon Flies</i> by Margaret Hall <i>Click Beetle</i> by Marjorie Martinelli <i>Gossie</i> by Olivier Dunrea</p> <p>Teacher Resources: Phonological Awareness Instruction Toolkit</p> <p><i>Units of Study for Teaching Reading</i> by Lucy Calkins Unit 4: Becoming Avid Readers</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p>Supports for Phonological Awareness, Heinemann Online Resources</p> <p>Technology:</p> <ul style="list-style-type: none"> • Document camera • Tumble Books • Storytime Online <p>Assessments: Formative:</p> <ul style="list-style-type: none"> • Thumbs up, Thumbs down • Exit Tickets/Post it Notes • Whiteboards record
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<p>one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B Read grade level text for purpose and understanding.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<ul style="list-style-type: none"> Using snap words and blends to add sound effects to our writing <p>Bend III: Playing with Phonics Poems</p> <ul style="list-style-type: none"> Writing Silly rhyming poems Building a store house of rhymes (-ick, -ell, -uck -ow, -og) Revising rhymes using blends and digraphs Alliteration Writing real poetry using all of our phonics knowledge <p>Bend IV: Phonics Projects</p> <ul style="list-style-type: none"> Launching phonics projects Comparing and contrasting words with the letter I Being flexible when you read I words Learning even more Sharing all we've learned about vowel Celebrating our learning from kindergarten <p>High-Frequency Words: Provide time to practice individually, with partners, or in small groups. Locate and read high frequency words. Recognize and use high-frequency words with one, two, or three letters. Write high frequency words in continuous text. Develop strategies for learning high frequency words.</p>	<ul style="list-style-type: none"> Think Pair Share Exit ticket <p>Summative:</p> <ul style="list-style-type: none"> Portfolio Rubric Projects <p>Benchmark:</p> <ul style="list-style-type: none"> Running Record Assessment Expectations 2nd Interval: <ul style="list-style-type: none"> Approaching Benchmark: B On Benchmark: C Exceeds Expectations: D Assessing Letter-Sound Correspondence: "Do You Know Your ABC's?" for any student not previously on benchmark <p>Alternative:</p> <ul style="list-style-type: none"> Tap it! Identifying Beginning Sounds Tap it! Identifying Ending Sounds Try it Many Ways -Spelling with Long Vowels
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Interdisciplinary Connections

Visual and Performing Arts: 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama). Activity: Students will choose one book to act out in a small group.

Social Studies: 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. Activity: Students will create recycling posters while using their "Talking like Experts" voices with their facts and information about recycling.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.CI.2: Demonstrate originality and

inventiveness in work (e.g., 1.3A.2CR1a). Activity: Students will use a Google Doc or Google Slide to create a presentation about key story elements.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will take a walk around the school building reading signs and discussing the importance of the signs. Then students will identify which jobs might require the ability to read and understand signs.

Computer Science & Design Thinking

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. Activity: Students will explore phonics websites to enhance comprehension and word family skills.

Reading Unit 6 ~
 Growing Expertise in Little Books: Reading for Information
 March - April (6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Good readers use strategies to notice more and more as they read ● Readers read the words and use the pictures to add to understanding of topics ● Readers raise questions about the text ● Readers can read more than one book about a topic and add what they learn from one to what they learn from the next <p>Goals: 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)</p> <p>RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not</p>	<p>Bend 1: Readers Become Experts on Topics by Reading Books, Asking Questions, and Talking with Others</p> <ul style="list-style-type: none"> ● Good readers select informational books that are just right ● Good readers wonder and raise questions as they read ● Good readers study pictures and photographs to get more information <p>Bend 2: Readers Learn about Words inside Their Books, Too!</p> <ul style="list-style-type: none"> ● Good readers pay special attention to parts of the books or words that seem important to the topic ● Good readers use strategies to think about the domain-specific vocabulary they find in their books ● Readers use words and pictures to help them remember new words and details <p>Bend 3: Readers Can Think about What's the Same and What's Different in – and across – Books</p> <ul style="list-style-type: none"> ● Good readers think about a topic across many books ● Readers reread books on the same topic thinking about what 	<p>Core Materials: Units of Study for Reading Units of Study for Phonics</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries Phonological Awareness Instruction Toolkit</p> <p>Mentor Texts (Instructional Read Aloud): <i>Who Works at the Zoo?</i> By Sarah Russell <i>Zoo Looking</i> by Mem Fox</p> <p>Teacher Resources: Phonological Awareness Instruction Toolkit</p> <p><i>Units of Study for Teaching Reading</i> by Lucy Calkins Growing Expertise in Little Books: Reading for Information If...Then...Curriculum</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by</p>

<p>include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>is the same and what is different in each book</p> <ul style="list-style-type: none"> • Readers can retell the important ideas an author wanted them to know and give support from the text <p>Phonics:</p> <ul style="list-style-type: none"> • Guide students through a round (or more) of phonics projects • Additional materials are available in the online resources section of Unit 5: Orientation to the Unit • Replicate the process for phonics projects from bend four of unit 5, this time spotlighting phonics concepts students need to explore or reinforce • Topics that many Kindergarteners would benefit from revisiting in phonics include: <ul style="list-style-type: none"> • Letter Formation (uppercase and/or lowercase) • Phonograms (Word Part Power) • Digraphs and blends • Vowels • High Frequency Words • Utilize small group lessons from the <i>Small Groups to Support Phonics</i> book to support your instruction during this unit <p>High-Frequency Words: Locate and read high-frequency words in continuous text. Develop strategies for learning new words. Learn new words Study high frequency words by finding rhymes in them Review high frequency words. Study the Word Wall to learn more about long and short vowels.</p>	<p>Heinemann</p> <p><i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Phonics Units of Study</i> by Lucy Calkins Supports for Phonological Awareness, Heinemann Online Resources</p> <p>Technology:</p> <ul style="list-style-type: none"> • Document camera • Interactive whiteboard <p>Assessments: Formative:</p> <ul style="list-style-type: none"> • Thumbs up, Thumbs down • Exit Tickets/Post it Notes • Affirmative-turn to a partner and give a positive statement “I knew that!” or “Now I Know “ • Poll the class • Reading conferences <p>Summative:</p> <ul style="list-style-type: none"> • Portfolio • Rubric <p>Benchmark: At the End of the Unit</p> <ul style="list-style-type: none"> • Assessing Letter-Sound Correspondence: “Do You Know Your ABC’s?” for any student not previously on benchmark • Assessing Developmental Spelling: “Help Mabel Label a Picture Book: A Birthday Party” p. 95 <ul style="list-style-type: none"> ○ Meeting Expectations <ul style="list-style-type: none"> ■ Initial Consonants: 5-6 ■ Final Consonants: 5-6 ■ Digraphs: 5-6 ■ Short Vowels: 5-6 ■ Blends: 3-4 • Emptying Your Snap Word Pouch p. 107 <ul style="list-style-type: none"> ○ By the end of Kindergarten 50 words <p>Alternative:</p>
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		<ul style="list-style-type: none"> Using the Alphabet Chart to Label Pictures in Favorite Books Matching Magnetic Letters to the Alphabet Chart-Name it, sound it, match it
Interdisciplinary Connections		
<p>Math: K.MD.A.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. Activity: Students will build a ramp at varying heights and use different objects to determine force. Students will then share their findings and compare them to what they have read about the topic in read aloud and independent nonfiction books.</p> <p>Visual and Performing Arts: 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. Activity: Students will create a song about their non-fiction topic with a partner or small group. Using the facts they have learned about their topic.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Ready Practice: Work productively in teams while using cultural global competence. 9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). Activity: Students will find ways to increase the engagement and contribution of book talks by participating in small group discussions to discuss key details in texts (who, what, where, when, why, how).</p> <p>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: The students will make a list of goals for reading for the month and at the end of the month, check to see if they have made their goals. Students will explain why goal setting would be a helpful job skill.</p>		
Computer Science & Design Thinking		
<p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. Activity: Students will create a non-fiction book by using real pictures from the internet and then writing facts and information about their topic. Students will discuss how publishing a book has changed over time.</p>		

Reading Unit 7
Readers Are Resourceful: Tackling Hard Words and Tricky Parts
May/June (6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Good readers use more than one strategy when decoding unfamiliar words if initially unsuccessful Good readers monitor their reading and self-correct as needed 	<p>Bend 1: Think About the Story and How the Books Sounds to Figure Out Words</p> <ul style="list-style-type: none"> Good readers are resourceful problem solvers Readers can use print, meaning, and syntax/structure to solve 	<p>Core Materials: Units of Study for Reading Units of Study for Phonics</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries Phonological Awareness</p>

<ul style="list-style-type: none"> • Good readers reread for multiple purposes <p>Goals: RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.C Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<p>words</p> <p>Bend 2: Readers Are Flexible Problem Solvers</p> <ul style="list-style-type: none"> • Good readers need to be flexible, and transfer strategies from one tricky word to another across different texts • Good readers make multiple attempts to solve tricky words and don't give up • Readers have strategies to use for words with more than one meaning <p>Bend 3: Readers Make Their Reading Sound Great</p> <ul style="list-style-type: none"> • Readers reread for many purposes • Good readers make plans for rereading as they move from book to book <p>Phonics:</p> <ul style="list-style-type: none"> • Guide students through another round (or more) of phonics projects • Additional materials are available in the online resources section of Unit 5: Orientation to the Unit • Replicate the process for phonics projects from bend four of unit 5, this time spotlighting phonics concepts students need to explore or reinforce • Topics that many Kindergarteners would benefit from revisiting in phonics include: <ul style="list-style-type: none"> • Letter Formation (uppercase and/or lowercase) • Phonograms (Word Part Power) • Digraphs and blends • Vowels • High Frequency Words • Utilize small group lessons from the <i>Small Groups to Support Phonics</i> book to support your instruction during this unit 	<p>Instruction Toolkit</p> <p>Mentor Texts (Instructional Read Aloud): <i>The Pond</i> by Janice Boland <i>Piggy and Dad Play Lemonade for Sale, Play Ball!, and Water Balloons</i> from Brand New Readers Series</p> <p>Teacher Resources: Phonological Awareness Instruction Toolkit</p> <p><i>Units of Study for Teaching Reading</i> by Lucy Calkins Readers Are Resourceful: Tackling Hard Words and Tricky Parts If...Then...Curriculum <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p>Supports for Phonological Awareness, Heinemann Online Resources</p> <p>Technology:</p> <ul style="list-style-type: none"> • Document camera • Storybook online <p>Assessments: Formative:</p> <ul style="list-style-type: none"> • Thumbs up, Thumbs down • Whiteboards • Paired -Shared- take two Pair Shared partners to share with another group of two • Exit tickets <p>Summative:</p> <ul style="list-style-type: none"> • Portfolio • Rubric <p>Benchmark:</p> <ul style="list-style-type: none"> • End of Year Running Record Assessment Expectations: <ul style="list-style-type: none"> ○ Below Benchmark: B
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	<p>High-Frequency Words: Locate and read high-frequency words in continuous text</p>	<ul style="list-style-type: none"> ○ Approaching Benchmark: C ○ On Benchmark: D/E ○ Exceeds Expectations: F <ul style="list-style-type: none"> ● At the End of the Unit: Assessing Letter-Sound Correspondence, Phonological Awareness, Blending, and Segmenting, and Developmental Spelling for any student not previously on benchmark ● Emptying Your Snap Word Pouch p. 107 <ul style="list-style-type: none"> ○ By the end of Kindergarten 50 words <p>Alternative:</p> <ul style="list-style-type: none"> ● Tap it! Identifying Beginning Sounds ● Tap it! Identifying Ending Sounds ● Revising writing to Capture All the Sounds in Words ● Learning words in a snap ● Building Sentences with Snap Words ● Snap Word Checkup ● Where, Oh Where is Mabel-Reading Prepositions in a snap ● Cleaning Up Snap Word Mix Ups
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Interdisciplinary Connections

Visual and Performing Arts: 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. Activity: Students will be assigned a digraph. They will create a poster of words and pictures of the digraph.

Social Studies: 6.1.2.EconET.1: Explain the difference between needs and wants. Activity: Students will be assigned to make a list of “needs” and “wants”. Students share and discuss their list with their peers.

21st Century Skills

Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. **9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).** **9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).** Activity: Students will work in small reading groups. As students are reading, they will discuss strategies on how to break down tricky words and how the skill will help them as a student for life. Students will create a video modeling how they broke it down.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will listen to a book about kindness (related to SEL). The students will discuss the importance of kindness at school and the effects of not being kind. Explain how kindness is an important part of working with others at any job.

Computer Science & Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Students will create their own word wall in a Google Doc.

KINDERGARTEN WRITING

**Writing Unit 1 ~
Launching the Writing Workshop
September/October (7 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Students see themselves as authors and illustrators • Writers use pictures and/ or words to communicate with one another and to express our ideas • Writers use routines and materials to help them develop stories <p>Goals:</p> <p>W.K.2 Use a combination of drawing dictating and writing to compose informative explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing dictating and writing to a narrate a single event or several loosely linked events tell about the events in the order in which they occurred and provide a reaction to what happened</p> <p>W.K.5 With guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 Speak audibly and express thoughts feelings and ideas clearly</p>	<p>Teaching Points:</p> <p>Bend 1: We Are All Writers</p> <ul style="list-style-type: none"> • Young writers think of something that they know and use pictures and words to put their ideas on paper • Writers look back at their writing and see if they can add to it • Writers come up with solutions to their problems and carry on writing • Writers picture what they want to write about first and then put all the details on the page • Young writers say words slowly and then write down the sounds that they hear • When writers have an idea that is hard to draw or a word that is hard to spell, they don't quit. Writers keep writing <p>Bend 2: Writing Teaching Books</p> <ul style="list-style-type: none"> • When writers want to teach more, they add more pages to their books • When writers write a whole book, they plan how that book will go • Writers use drawings and diagrams to add information to their writing • Writing partners help each other add more to their writing • Young writers say words slowly, 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. <i>A Bedtime Story</i> by Mem Fox <i>Three Billy Goats Gruff</i> a Norwegian Folk Tale <i>The Crayon Box That Talked</i> by Shane Derolf <i>When I Was Five</i> by Arthur Howard <i>Mud</i> by Mary Lyn Ray <i>Birds</i>, by Kevin Henkes <i>Hoptoad</i> by Jane Yolen <i>A Dog, and A Frog</i> by Mercer Mayer <i>Pancakes for Breakfast</i>, by Tomie DePaolo <i>Kitten's First Full Moon</i> by Kevin Henkes <i>Rain</i>, by Manya Stojic <i>The Zoo</i> by Suzy Lee <i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang <i>Birdsongs</i> by Betsy Franco and Steve Jenkins <i>Long Night Moon</i> by Cynthia Rylant</p> <p>Teacher Resources: http://readingandwritingproject.com/</p>

<p>W.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).</p> <p>RF.K.1. Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>SL.K.1.A Follow agreed upon norms for discussions (listening to others and taking turns speaking about topics and texts under discussion)</p> <p>SL.K.3 Ask and answer questions in order to seek help get information or clarify something that is not understood</p> <p>SL.K.4 Describe familiar people places things and events and with prompting and support provide additional details.</p> <p>SL.K.5 Add drawings or other visual displays to describe to provide additional details.</p> <p>SL.K .6 Speak audibly and express thoughts and feelings and ideas clearly</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A Print many upper and lowercase letters</p> <p>L.K.2.D. Spell simple words phonetically drawing on knowledge of sound letter relationships.</p>	<p>over and over again, to write all of the sounds that they hear</p> <p>Handwriting: Use a preferred hand consistently for writing Write letters in groups to form words</p>	<p><u><i>Units of Study for Narrative, Information, and Opinion Writing</i></u> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann Unit 1: Launching the Writing Workshop</p> <p><u><i>One to One- The Art of Confering with Young Writers</i></u> - Calkins, Hartman, White</p> <p><u><i>Writing Strategies Book</i></u> Jennifer Serravallo</p> <p><u><i>Daily Five</i></u> Gail Boushey & Joan Moser</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Handwriting Without Tears</i></u> Jan Olsen</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Starfall ● ABCya ● Document camera <p>Assessments: Formative:</p> <ul style="list-style-type: none"> ● Thumbs up, Thumbs down ● Exit Tickets/Post it Notes ● Student/teacher conferences ● Writing samples ● Writer's folders ● Student Performance Checklists ● Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> ● Student writing portfolios ● Student presentations ● Standards-Based Writing Rubrics ● Writing Pathways Performance Assessments ● Rubrics
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<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. C Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		<p>Alternative:</p> <ul style="list-style-type: none"> ● Create a poster ● Interview ● Role-play
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Interdisciplinary Connections

Social Studies: 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. Activity: Students will draw pictures of classroom rules and then write two sentences about the classroom rule they chose.

Visual and Performing Arts: 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. Activity: Students will use a digital tool to draw and write about their pictures with a partner.

21st Century Skills

Career Ready Practice: Act as a responsible and contributing community members and employee. Activity: Students will make a poster about how they are responsible people, labeling the picture.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: As a class, the students will generate a list of class jobs. They will describe the importance and function of the job in class and how it can be transferred to other areas.

Computer Science & Design Thinking

Technology: 8.1.2.A.2 Create a document using a word processing application. Activity: Students will print pictures from their computers and write two sentences about the pictures. The picture can be anything of interest to them.

Writing Unit 2
Show and Tell Writing: From Labels to Pattern Books
October/November (5 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Reading and writing nonfiction books and thinking like a scientist help one to gain an understanding of the world. <p>Goals:</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and</p>	<p>Teaching Points:</p> <p>Bend 1: Writing is a Way to Show and Tell</p> <ul style="list-style-type: none"> Drawing and writing a lot on each page Writers plan what they'll draw and write Returning to a page to add more Writers use everything they know to spell words and don't wait to be perfect Writing partners can help each other celebrate and add more <p>Bend 2: Writing Show-and-Tell Books</p> <ul style="list-style-type: none"> Writers write show-and-tell books about important places Writers make time for drawing and writing Writers and illustrators make decisions Adding longer labels to bring pages to life Writing sentences that say what pictures and labels can't Growing writers talk about their writing in important ways <p>Bend 3: Using Patterns to Write Show-and-Tell Books</p> <ul style="list-style-type: none"> Writing books that kids want to read Talking and writing with patterns and snap words Studying how sentences look Slowing down to leave spaces between words Writers write more sentences on a page Writers think about how their books will end Fancying up your writing Bookstore celebration <p>Handwriting:</p> <p>Write letters in groups to form words</p> <p>Leave appropriate space between words</p> <p>Hold pencil with an appropriate grip</p> <p>Language and Conventions:</p> <p>Form regular plural nouns orally</p> <p>Use question words</p> <p>Use the most frequently occurring</p>	<p>Core Materials:</p> <p>Units of Study for Writing</p> <p>Supplemental Materials:</p> <p>Leveled Bookroom</p> <p>Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Best Friends</i> by Tine Athaide</p> <p><i>Daisy's Party Dress</i> by Michele Dufresne</p> <p><i>Look at Me!</i> by Eleanor Flegg</p> <p><i>Moms</i> by Mathew Hugo</p> <p><i>The Zoo</i> by Rose Lewis</p> <p><i>Now</i> by Antoinette Portis</p> <p><i>Soccer</i> by Byrd Baylor</p> <p><i>A Tree for all Seasons</i> by Jill Esbaum</p> <p>Teacher Resources:</p> <p><i>Show and Tell Writing: From Labels to Pattern Books</i> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann</p> <p><i>Writing Strategies Book</i> Jennifer Serravallo</p> <p><i>Daily Five</i> Gail Boushey & Joan Moser</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Handwriting Without Tears</i> Jan Olsen</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Writing Pathways: Performance Assessments and Learning Progressions</i> by Lucy Calkins</p> <p>Technology:</p> <ul style="list-style-type: none"> RAZ Kids Document camera Storybook Online
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<p>lowercase letters. F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun I. B. Recognize and name end punctuation. D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>prepositions Capitalize the first word in a sentence Capitalize the pronoun I Recognize and name end punctuation</p>	<p>Assessment: Formative:</p> <ul style="list-style-type: none"> ● Thumbs up, Thumbs down ● Exit tickets/Post it notes ● Student/teacher conferences ● Writing samples ● Writer's folders ● Student Performance Checklists ● Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> ● Student writing portfolios ● Student presentations ● Standards-Based Writing Rubrics ● Writing Pathways Performance Assessments ● Rubrics <p>Alternative:</p> <ul style="list-style-type: none"> ● Create a poster ● Interview ● Role-play
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Interdisciplinary Connections

Visual and Performing Arts: 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling. Activity: Students will create a story with a partner. They will act out the story and then try to write two sentences about the created drama.

Social Studies: 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. Activity: Students will draw pictures of different friends in the classroom while comparing their facial characteristics, eyes, hair, height, etc. Then label each of the details they drew and explain why it is important to celebrate differences between individuals.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Activity: Students will create a digital picture showing how they are responsible at home. Students will share their work on a digital platform with the ability to post comments and collect feedback.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will listen to a story, and then they will respond in writing/drawing if they like or dislike the book. Then they will explain why knowing your likes and dislikes is helpful in selecting a job.

Computer Science & Design Thinking

8.1.2.DA.2 Store, copy, search, retrieve, modify, and delete data using a computing device. Activity: Students will create booklets on the computer. They will print pictures and type at least one sentence to go along with the picture they chose.

Writing Unit 3
Launching the Writing Workshop and Writing For Readers
November/December (7 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers can share their personal experiences. Writers tell and write stories in sequential order. <p>Writers understand that every experience can be turned into a piece of writing.</p> <p>Goals: W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>Teaching Points: Launching Writer’s Workshop Bend 3: Writing Stories</p> <ul style="list-style-type: none"> Writers get ready to write by telling their stories first Writers plan how their stories will go by touching each page as they tell their stories Writers add details to their writing by thinking about where they were, who they were with, and what they were doing in their story Writers bring their stories to life by making their characters talk Writers reread their stories, drawing on everything they know to improve them <p>Bend 4: Preparing for Publication</p> <ul style="list-style-type: none"> Writers edit their writing by rereading their words and rewriting them, if necessary, to make their writing more readable to themselves and others Writers read the work of others and ask questions when they do not understand <p>Writing for Readers Bend 1- Writing Stories that People Can Really Read</p> <ul style="list-style-type: none"> Students learn to make sure their reading is easy for others to read Students use previous knowledge and anchor charts to write True Stories people really want to read Students elaborate on drawings to tell their story Students will learn to write a sentence Students will learn the power of rereading often to improve writing 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>Owl Moon</i>, by Jane Yolen <i>A Chair for My Mother</i>, by Vera Williams <i>Koala Lou</i>, by Mem Fox <i>The Boss Baby</i> by M. Frazee <i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang</p> <p>Teacher Resources: <i>Units of Study for Narrative, Information, and Opinion Writing</i> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann Unit 2: Writing For Readers (Narrative)</p> <p><i>Writing Strategies Book</i> Jennifer Serravallo</p> <p><i>Daily Five</i> Gail Boushey & Joan Moser</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Handwriting Without Tears</i> Jan Olsen</p>

<p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something</p>	<p>Bend 2- Tools Give Writers Extra Power</p> <ul style="list-style-type: none"> • Students will learn to use tools and checklists to help make writing the best it can be • Students will learn that vowels help writers spell the middle parts of words • Students learn to rely on words they know to make writing more readable • Students learn to enhance stories using storytelling language <p>Bend 3- Partnering for Revision: Making Stories More Fun to Read</p> <ul style="list-style-type: none"> • Students are invited to mentally revisit previous writing and make their stories even better • Students are taught to use tools such as flaps to insert and build on stories • Students will learn strategies for using strong leads • Students will learn the benefits of peer partnerships • Students will use all they know to revise a piece to publish • Students will practice writing endings that leave the reader with a strong feeling. • Writers work to make a piece beautiful and celebrate what they've learned about writing and revising true stories. <p>Handwriting: Write letters in groups to form words Leave appropriate space between words Write left to right in lines Form upper and lower case letters efficiently and proportionately in manuscript print</p> <p>Language and Conventions: Form regular plural nouns orally Use question words Use the most frequently occurring prepositions and verbs Capitalize the first word in a sentence Capitalize the pronoun I Recognize and name end punctuation Spell simple words phonetically Use question words Use end punctuation Use letters to represent most consonant and short vowel sounds.</p>	<p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas</p> <p><i>Writing Pathways: Performance Assessments and Learning Progressions</i> by Lucy Calkins</p> <p>Technology:</p> <p>Assessments: Formative:</p> <ul style="list-style-type: none"> • Thumbs up, Thumbs down • Exit tickets/Post it notes • Student/teacher conferences • Writing samples • Writer's folders • Student Performance Checklists • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student writing portfolios • Student presentations • Standards-Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics <p>Benchmark:</p> <ul style="list-style-type: none"> • District Narrative Benchmark Assessment <p>Alternative:</p> <ul style="list-style-type: none"> • Graphic organizers
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is not understood.		
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Interdisciplinary Connections		
<p>Social Studies: 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). Activity: Students will draw and label in their journals the resources that are locally available to them.</p> <p>Visual and Performing Arts: 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. Activity: Students will join in Rug Clubs to create stories with small groups and act out the stories with puppets from the classroom. They must use full sentences with great detail.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p>Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).9.4.2.TL.5: Describe the difference between real and virtual experiences. Activity: Students will use puppets to act-out problem scenarios. Students will discuss how they could use technology to create a way to solve problem scenarios.</p> <p>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will be given a homework assignment to have a parent read a story to them. The students will draw pictures to retell the story and share them in class. A discussion of why reading and writing skills are necessary will follow.</p>		
Computer Science & Design Thinking		
<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Students will explore the internet to find books at their reading level to reinforce reading strategies.</p>		

Writing Unit 4
How-To Books: Writing to Teach Others
January/February (5 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers alternate between doing (dramatizing), drawing and writing on a topic they know well. Writers will study mentor procedural texts to help them understand how to write better first drafts and revise prior writing. 	<p>Teaching Points:</p> <p>Bend 1: Writing How-To Books, Step by Step</p> <ul style="list-style-type: none"> Students will understand that before a writer writes, he thinks “What kind of thing am I making?” and then will study examples of whatever it is he or she wants to make. 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>My First Soccer Game</i> and <i>My First</i></p>

<p>Goals: W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by,</p>	<ul style="list-style-type: none"> • Writer use what they already know from other books • Writers become readers, asking, “Can I follow this?” • Writers answer a partner’s questions • Writers add detailed information to their writing by labeling their diagrams • Writers reflect and set goals to create their best information writing <p>Bend 2: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones</p> <ul style="list-style-type: none"> • Writers emulate features of informational writing using a mentor text. They notice, name and try out what they discover • Using the word ‘you’ • How-to book writers picture each step and then choose exactly right words • Elaboration in how-to books: Guide readers with warnings, suggestions, and tips • Writers clarify their directions by imagining and then writing comparisons to describe actions <p>Bend 3: Keeping Readers in Mind</p> <ul style="list-style-type: none"> • Students will get ideas for their writing from things that they do and learn throughout the day and from books • Writers sometimes collect a series of books focused on one umbrella topic in order to teach others even more about their topic • Students will write introductions and conclusions • Students will make their writing easy to read, using all the strategies they know. <p>Bend 4: Giving How-To Books as Gifts</p> <ul style="list-style-type: none"> • Students will prepare to publish their work and determine a specific audience and dedicate 	<p><i>Ballet Class</i> by Alyssa Capucilli And other procedural writing books-cookbooks, instructions for new toys & games, craft projects to make</p> <p>Teacher Resources: <i>Units of Study for Narrative, Information, and Opinion Writing</i> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann Unit 3: How-to Books: Writing to Teach Others (information)</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>Handwriting Without Tears</p> <p>Technology:</p> <ul style="list-style-type: none"> • Google Docs • Google Slides • Epic! <p>Assessments: Formative:</p> <ul style="list-style-type: none"> • Thumbs up, Thumbs down • Exit tickets/Post-it Notes • Student/teacher conferences • Writing samples • Writer’s Folders • Student Performance Checklists • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student writing portfolios • Student presentations • Standards-Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics <p>Benchmark:</p> <ul style="list-style-type: none"> • District Benchmark Assessment on Information Writing Scored with Teachers College Information Rubric
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<p>with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>L.K.4.B Use the most frequently occurring affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>-ing</i>) as a clue to the meaning of an unknown word.</p> <p>L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>their piece</p> <ul style="list-style-type: none"> Students will use an editing checklist to prepare for publication. <p>Handwriting: Leave appropriate space between words Write left to right in lines Form upper and lower case letters efficiently and proportionately in manuscript print</p> <p>Language and Conventions: Form regular plural nouns orally Use question words Use the most frequently occurring prepositions and verbs Capitalize the first word in a sentence Capitalize the pronoun I Recognize and name end punctuation Spell simple words phonetically Use question words Use end punctuation Use letters to represent most consonant and short vowel sounds.</p>	<p>Alternative:</p> <ul style="list-style-type: none"> Graphic organizers Role-play
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Interdisciplinary Connections

Visual and Performing Arts: 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama). Activity: Students will work with partners and act out “How To Do” something they know well.

Social Studies: 6.1.2.CivicsDP3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. Activity: Students will make pictures of George Washington and Abraham Lincoln and will label key facts about each president.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Act as a responsible and contributing community member and employee. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). Activity: Students will be given a homework assignment to work with their parents to write a How-To. The topic will be student selected, and students will show responsibility by turning in the assignment on time.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will brainstorm a list of important “How- To’s” for the classroom. What are skills you have to know for school to be successful? What skills for a job?

Computer Science & Design Thinking

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. Activity: Students will type the words first, next, and last and the numbers 1, 2, and 3 on their computers. They will use these as a part of the draft of a how-to book.

Writing Unit 5 Persuasive Writing of All Kinds: Using Words to Make a Change February/March (6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers will study how their writing can make the world a better place. Writers learn to identify problems and use convincing words to bring about change. <p>Goals:</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing,</p>	<p>Teaching Points:</p> <p>Bend 1: Exploring Opinion Writing: Making our School a Better Place</p> <ul style="list-style-type: none"> Words can make things happen Convincing people: Providing reasons and consequences Generating more writing for more causes Writers read and fix up their writing Spelling strategies give writers word power <p>Bend 2: Sending Our Words Out into the World: Writing Letters to Make a Change</p> <ul style="list-style-type: none"> Writing letters that reach readers Studying a mentor text through guided inquiry Knowing just what to say to different audiences Remembering our own experiences with the topic to help us connect with our readers How can we make it better? 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud): <i>Click, Clack, Moo: Cow that Type</i> by Doreen Cronin <i>The Day the Crayons Quit</i> <i>I Wanna Iguana</i> by Karen Orloff <i>Dear Mrs. LaRue</i> by Mark Teague <i>Corduroy Writes a Letter</i> by Alison Inches</p> <p>Teacher Resources: <i>Units of Study for Narrative, Information, and Opinion Writing</i> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann Unit 4: Persuasive Writing of All Kinds: Using words to Make a Change (Opinion)</p>

<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>	<p>Imagining solutions</p> <p>Bend 3: Persuasive Writing Projects</p> <ul style="list-style-type: none"> • Draw on a repertoire of strategies to write about a world problem • Sound like an expert! Teaching information to persuade your audience • Using shades of meaning between words to improve your word choice and sound like an expert • Writing how-to books to make a change • Planning and rehearsing speeches • Writers talk about their writing with peers and look for helpful tips • Fixing and fancying up for publication using the super checklist <p>Handwriting: Form upper and lower case letters efficiently and proportionately in manuscript print</p> <p>Language and Conventions: Form regular plural nouns orally Use question words Use the most frequently occurring prepositions and verbs Capitalize the first word in a sentence Capitalize the pronoun I Recognize and name end punctuation Spell simple words phonetically Use question words Use end punctuation Use letters to represent most consonant and short vowel sounds.</p>	<p><u><i>The Continuum of Literacy Learning</i></u> <u><i>Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas</p> <p><u><i>Writing Pathways: Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</p> <p>Technology:</p> <ul style="list-style-type: none"> • Epic • Raz Kids • Document camera <p>Assessment: Formative:</p> <ul style="list-style-type: none"> • Thumbs up, Thumbs down • Exit tickets/Post-it notes • Student/teacher conferences • Writing samples • Writer's folders • Student Performance Checklists • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student writing portfolios • Student presentations • Standards-Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics <p>Benchmark: District Benchmark Assessment in Opinion Writing Scored with Teachers College Rubric Persuasive Writing Prompt is available on page viii of Calkins Unit 4</p> <p>Alternative:</p> <ul style="list-style-type: none"> • Poster • Pamphlet
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<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>L.K.4.B Use the most (e.g., <i>-ed</i>, <i>-s</i>, <i>-ing</i>) as a clue to the meaning of an unknown word.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meaning.</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
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Interdisciplinary Connections

Visual and Performing Arts: 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. Activity: Students will create posters on their opinion of their favorite food. They will display them in the classroom and then allow half of the class to have a museum walk and then switch to the other half of the class, allowing each student to express their opinion.

Social Studies: 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). Activity: Students will create a “Then and Now” Chart of Dr. Martin Luther King Jr.’s time and today’s present time.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice. Model integrity, ethical leadership and effective management. 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 9.4.2.TL.1: Identify the basic features of a digital tool

and explain the purpose of the tool (e.g., 8.2.2.ED.1). Activity: Provide students with opportunities to share their work in person or digitally with the class and receive positive feedback and/or answer questions from their classmates.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Facilitate class meetings to foster student participation in collaborative decision making. Discuss how collaboration is an important job skill.

Computer Science & Design Thinking

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. Activity: Students will print a picture of something they know how to do well. They will then type all they know about that topic.

**Writing Unit 6
All-About Books
April (3 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Good writers recognize their knowledge on many topics and understand the importance of teaching others through writing. • Good writers revise often and with purpose. <p>Goals: W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>L.K.1. Demonstrate command of the</p>	<p>Teaching Points:</p> <p>Bend 1: Writing All-About Books on Topics We Love</p> <ul style="list-style-type: none"> • Writers gather ideas from other people and texts to answer important questions about their topics • Students will focus on organization; sticking to the topic • Students will make sure all the pages of the book fit together under one topic <p>Bend 2: Revise by Elaborating – Then Begin Writing Longer Books Right from the Start</p> <ul style="list-style-type: none"> • Students learn to elaborate and add more to the topic • Students will say more on each page adding more information, adding examples, and considering readers’ questions <p>Bend 3: Revising to Add Text Features – Then Writing More Developed Books from the Start</p> <ul style="list-style-type: none"> • Students will revise and write new books • Students will incorporate features of nonfiction that they notice in mentor texts to their own writing • Writers use suggestions 	<p>Core Materials: Units of Study for Writing</p> <p>Supplemental Materials: Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts: <i>Trucks!, Planes, or Trains</i> National Geographic Readers Series <i>My First Soccer Game</i> by Alyssa Capucilli</p> <p>Teacher Resources: <i>Units of Study for Narrative, Information, and Opinion Writing</i> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann Writing All-About Books (If...Then...Curriculum) <i>Writing Strategies Book</i> Jennifer Serravallo <i>Daily Five</i> Gail Boushey & Joan Moser <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and</p>

<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>from their peers to help them add more detail</p> <p>Bend 4: One Final Grand Revision to Prepare for a Publishing party</p> <ul style="list-style-type: none"> • Students will choose one book to revise, edit and publish for the celebration • The celebration will provide the opportunity for the students to teach others all about their area of expertise <p>Handwriting: Write letters in groups to form words Hold pencil with an appropriate grip Leave appropriate space between words Write left to right in lines Form upper and lower case letters efficiently and proportionately in manuscript print</p> <p>Language and Conventions: Form regular plural nouns orally Use question words Use the most frequently occurring prepositions Capitalize the first word in a sentence Capitalize the pronoun I Recognize and name end punctuation Spell simple words phonetically</p>	<p>Published by Heinemann</p> <p><i>Handwriting Without Tears</i> Jan Olsen</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas</p> <p>Technology:</p> <ul style="list-style-type: none"> • Starfall • Interactive white board <p>Assessments: Formative:</p> <ul style="list-style-type: none"> • Thumbs up, Thumbs down • Exit tickets/Post it-notes • Student/teacher conferences • Writing samples • Writer's folders • Student Performance Checklists • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student writing portfolios • Student presentations • Standards-Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics <p>Alternative:</p> <ul style="list-style-type: none"> • Posters
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Interdisciplinary Connections

Social Studies: 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). Activity: Students will draw a map of their school and label it while comparing and contrasting different classrooms in the building.

Visual and Performing Arts:1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.) Activity: Students will build a three-dimensional version of their All About Topic and label it.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital

resource. 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR.1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). Activity: Students will research a self-selected topic to gather all the information they can and complete an All About book.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will share what career fits best with their research topic. What do you need to do for that job, and what are the responsibilities?

Computer Science & Design Thinking

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks Activity: Students will print a picture of something they know how to do well. They will then type all they know about that topic.

**Writing Unit 7
I am a Writer! Celebrating My Success
May/June (6 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers can share their personal experiences. Writers can use the revision process to make stories more fun to read. Writers understand that every experience can be turned into a piece of writing. <p>Goals:</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration</p>	<p>Teaching Points:</p> <p>Making Our Writing the Best it Can Be</p> <ul style="list-style-type: none"> Writing across three or more pages Having a complete ending to the story Using words such as: and, so, then Labeling the pictures with great detail Using word chunks (-at, -op, -it etc...) Ending sentences with punctuation Using capital letters for names <p>Writing for Readers: Reflecting on writing progress throughout the year</p> <ul style="list-style-type: none"> Identify how students have changed as writers Use student work samples to compare kindergarten writing from the Fall and the late Spring and identify areas of growth Set writing goals for the summer months <p>Handwriting:</p> <p>Form upper and lower case letters</p>	<p>Core Materials:</p> <p>Units of Study for Writing</p> <p>Supplemental Materials:</p> <p>Leveled Bookroom Classroom Libraries</p> <p>Mentor Texts (Instructional Read Aloud):</p> <p><i>When I Get Bigger</i> by Phyllis Root <i>Naked Mole Rat</i> by Mo Willems <i>Freight Train</i> by Donald Cruz <i>Owl Moon</i>, by Jane Yolen <i>A Chair for My Mother</i> by Vera Williams <i>Koala Lou</i> by Mem Fox <i>The Boss Baby</i> by M. Frazee <i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang</p> <p>Teacher Resources:</p> <p><i>Units of Study for Narrative, Information, and Opinion Writing</i> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann Narrative Writing, Book 2</p> <p><u>Writing Strategies Book</u></p>

<p>with peers.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<p>efficiently and proportionately in manuscript print</p> <p>Language and Conventions: Use the most frequently occurring prepositions and verbs Capitalize the first word in a sentence Capitalize the pronoun I Recognize and name end punctuation Spell simple words phonetically Use question words Use end punctuation Use letters to represent most consonant and short vowel sounds.</p>	<p>Jennifer Serravallo</p> <p><i>Daily Five</i> Gail Boushey & Joan Moser</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Handwriting Without Tears</i> Jan Olsen</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas</p> <p><i>Writing Pathways: Performance Assessments and Learning Progressions</i> by Lucy Calkins</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Document camera ● Storybook Online <p>Assessments: Formative:</p> <ul style="list-style-type: none"> ● Thumbs up, Thumbs down ● Exit tickets/Post-it notes ● Student/teacher conferences ● Writing samples ● Writer's folders ● Student Performance Checklists ● Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> ● Student writing portfolios ● Student presentations ● Standards-Based Writing Rubrics ● Writing Pathways Performance Assessments ● Rubrics <p>Alternative:</p> <ul style="list-style-type: none"> ● Interview ● Exit Card ● Project
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<p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
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Interdisciplinary Connections

Visual and Performing Arts: 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). Activity: Students will compare their writings from September to June to see how much they have learned and grown. They will select the piece with the most well ordered and organized plot to share with the class.

Social Studies: 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). Activity: While drawing and writing in their SEL Journals, have students discuss how to be fair at school and at home. Discuss how people sometimes get what they need, not what they want.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. Activity: Students will work in small groups to create a board game relating to snap words.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will compose a letter for incoming kindergarteners giving advice on how to be successful kindergartners.

Computer Science & Design Thinking

8.1.2.DA.4: Make predictions based on data using charts or graphs. Activity: Students will compare how much they have learned about the computer since the beginning of the year with a partner. The partners will create

full sentences and discuss how they only knew letters, not words, at the beginning of the year. They will document this information in a spreadsheet or database.