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/spelling/word study, 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. Students are not expected to come to kindergarten reading, but are expected to leave as beginning readers. In order to help kindergarten students with this goal 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 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. In writers workshop students focus on specific text types: narrative, informative, and opinion. Imbedded in the writing instruction is handwriting instruction. Students learn correct pencil grip, formation of letters and numbers and spacing between words. This instruction is centered on a formalized handwriting program adopted by the district.

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, or the awareness of the sounds that make up spoken words, 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, word study 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. Teachers foster this understanding by pointing to words in big books as they read aloud, dictate experience stories, and doing repeated readings to foster the understanding of matching words to print.

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 to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. 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. COMPONENTS OF BALANCED LITERACY

The components of a successful balanced literacy program in the elementary school setting include the following:

- Reading Workshop
- Writing Workshop
- Oral Language
- Phonics, Spelling, and Word Study

Reading Workshop: (Approximately 45 minutes daily)

The reading workshop is one component of a balanced literacy program. The reading workshop is comprised of four parts; the mini-lesson, independent and partner reading time with guided reading, a mid-workshop teaching point, and finally a teaching share.

Mini-Lesson- The mini lesson takes place at the beginning of the reading workshop and should last about 10 minutes (no longer than 15). Students should be gathered at a central location (like a carpet) for the mini-lesson. During this time, the teacher clearly states the teaching point for that lesson. The teacher then models the skill or strategy they are teaching and involves the students in thinking with them as the teacher demonstrates exactly what they want students to learn to do as readers. Students then have an opportunity to practice the skill or strategy during the mini-lesson, while receiving support. Later, readers will draw on this strategy independently, as needed. Finally, the students are given a chance to practice the skill or strategy while still gathered together.

Student Independent Reading Time with Guided Reading: Students build their stamina to read by having time to read and engaging with books. Teachers use a gradual release of responsibility so that students can practice in small groups and pairs the reading strategies that were taught in mini-lessons. Time for students to read independently and practice using and applying strategies is a critical foundation of readers workshop. Students spend lots of time practicing reading. Even the youngest learners need this time to interact with books and talk to their peers about what they are reading.

Mid-Workshop Teaching Point- Many times as teachers are conferring with students, they notice that there is either a common difficulty students are having or that most students seem to grasp the concept and are ready to move on. Thus, the mid-workshop teaching point can be used either to clarify confusion, or to expand upon a strategy to push students to go further in their reading. It can also allow us to correct misconceptions, to remind students of a previous day’s lesson that has special relevance, to instruct students about their upcoming partner work, or to rally readers to work harder or longer. The mid-workshop teaching point is most often decided during the workshop and comes as a result of teacher observation. This should take no more than a few minutes, during which students generally stay in their reading spots rather than reconvene in the meeting area.

Teaching Share - At the end of a workshop, after reading time, the teacher takes a couple minutes to wrap up the day’s work with a teaching share. Many times the point a teacher makes in the share comes from specific student work from that day’s workshop. It’s used to share ways in which students have incorporated that day’s mini-lesson into their work and to share their new insights or discoveries. The teacher sometime retells a conference or asks a student to share his or her reading work. The share should last no more than a few minutes.

Small Group Instruction- Small group reading instruction fits into the reading workshop curriculum framework. Often as students read, teachers confer with a couple of readers and then meet with a small group, often at a kidney shaped, guided reading table or gathered closely together on the carpet. In some classrooms, teachers have a separate time blocked for additional work with small groups of readers. It’s important that small group work not substitute for reading workshop, but instead, offer additional opportunities for reading and instruction.

Guided Reading- Guided reading will be gradually integrated into the day as the school year progresses. Kindergartners in small groups of two or three will participate in ten to fifteen minutes of individualized and/or small group instruction with the classroom teacher as often as possible, no fewer than twice a week. By the end of the school year all children should be participating in some guided reading, with some groups meeting two or
Groupings are based on teacher observations of individual children’s developing literacy behaviors, literacy assessments, and anecdotal records. Based on assessment, the teacher brings a group of readers together who are similar enough in their reading development that they can be taught together. The teacher might group students together by a strategy that needs to be developed and strengthened such as cross-checking, working through an unknown word, noticing or using punctuation for fluency. A teacher might also group students together by similar reading level in order to move students up a level of text difficulty. Students read independently at about the same level and can take on a new text selected by the teacher that is just a little more challenging. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing, thus expanding their reading powers. Guided reading helps children who are on the verge of reading make the shift to approximating and, then, reading leveled books with a line or two of simple text on each page. During a guided reading small group lesson a teacher introduces the text; reads some or all of the text demonstrating prompting for, or reinforces the effective use of systems of strategic actions; discusses the meaning; teaches for processing strategies; teaches aspects of word analysis and, at times, extends the meaning of the text to writing drawing, or extended talk. Typically, guided reading occurs during choice or literacy center time. During choice or literacy center time all children should have the opportunity to practice, apply, and rehearse their developing language and literacy skills through interactive, manipulative activities embedded in the classroom learning centers.

In order for Readers Workshop to be successful teachers should:

- Establish strong, consistent schedules and learning routines that teach children how to manage their time and activities.
- Form small guided reading groupings based on observation/performance-based assessment of children’s individual literacy behaviors and running record assessments.
- In late fall (depending on children’s literacy behaviors and assessments), gradually begin guided reading.
- Individualize reading instruction with each small group of two or three children with similar instructional needs.
- Use beginning leveled books with simple text and natural language for each small group of children.
- Maintain an atmosphere that is interactive, lively, and non-competitive to build children’s confidence as language and literacy learners.
- Use observation/performance-based assessments to guide how often each group should meet.
- Embed authentic language and literacy activities (teacher choice and child choice classroom learning centers e.g.; listening center stories, letter/sound/word work with manipulatives, writing center activities related to literature or topics under study in writers workshop, charted charts/songs/poems/language experiences activities for re-reading, poetry boxes containing collections of previously read leveled books, read the room activities, puppet and dramatic play opportunities that encourage oral language.
- Avoid rote worksheet activities.
- Draw all children into some guided reading by mid-year.

Interactive Read Aloud and Literature Discussion- Interactive-read aloud in Kindergarten consists of mentor texts that are selected by the teacher in order to demonstrate a reading strategy. Literature discussion is part of the shared reading experience. Students may discuss the books as a whole class but will also need to be engaged in more intimate routines like a “turn and talk” for a minute or two a few times within the larger discussion. This read-aloud time and book talk time is used to explicitly teach the skills of higher-level comprehension. This time is used to help students draw upon their full repertoire of reading strategies or to support a particular comprehension skill. Short texts often work well for these read alouds, or excerpts that are self-contained enough to illustrate and prompt for good reading and interpretation. During this time, students discuss their thoughts and ideas about the text, either as a group or in a partnership. These partnerships may be informal (“turn to your neighbor”) or longer-lasting. When choosing read aloud texts, teacher aim to include a range of levels, genres, tones, and authors. Often the read aloud text is integral to many mini-lessons within a unit of study.

Shared Reading- Shared reading is a collaborative, whole class activity designed to introduce the children to a variety of genres, authors, illustrators within the process of developing skills as readers. Shared reading builds a foundation for reading competence while providing expanded opportunities for language development and exposure to literature. During shared reading students learn concepts and functions of print while experiencing a rich variety of literature and language experience. Students read together or take roles in reading a shared text.
They reflect the meaning of the text with their voices. Reading with peers helps students read independently and grow as readers. Reading with someone helps readers, especially developing readers, to become more self-sufficient and less reliant on the teacher for assistance. Research shows that taking turns with a single partner reading increases reading involvement, attention, and collaborating. In addition it also increases the following: the volume of reading, the level of attention to reading, rereading motivation, fluency, reading rate, word attack skills, and the love of reading. Teachers use on-going performance based assessment to inform decisions around which literacy skills to emphasize. Quality literature from different genres is shared to explore concepts, functions of print, and the reading process. Poems, songs, charts, large and small format books featuring authentic literature, as well as reading material with simplified text should be shared. Teachers promote interest, enjoyment, and motivation by emphasizing classroom conversations through shared reading. Familiar stories are revisited along with regular introduction of new written material.

Close Reading- Students do not do close reading all the time, but rather when the teacher wants them to closely examine the specific strategies of an author of a text or to mull over and rethink what a text is saying to them as a reader. In kindergarten close readings are often done as a class on a poem, a picture book or a big book that is central to the theme of a unit. Teachers prompt students to look closely at one specific text noticing the words that they author used in the text or examining how punctuation plays a role in the meaning of a sentence or a group of sentences.

Writing Workshop: (Approximately 45 minutes daily)
Like reading workshop, the writing workshop is comprised of 4 parts; (1) the mini-lesson, (2) independent writing time and conferring, (3) mid-workshop teaching point, and (4) share and partnerships. Writers workshop begins with a mini-lesson and is followed by independent writing within a specific genre of writing. Writing workshop gives kindergartners an opportunity to express themselves as storytellers, authors, and illustrators. It also provides a time to apply emergent understandings about letter sounds, words, and sentences in functional print contexts. Students write daily in writers workshop. Writing is taught like any other basic skill, with explicit instruction and ample opportunity for practice. Kindergarten students write for real; they write all kinds of texts just like the ones they see in the world. Teachers set the stage for writers workshop by using familiar shared reading selections, along with everyday reasons for writing. During independent writing time students write about self-selected topics as the teacher conferences or pulls together small groups of writers who need the same type of support. At times the teacher meets with individual students. At the end of the writing workshop, there is a teaching share led by the teacher, which often sets up partnership sharing. The four main goals of writing workshop are for students to find and develop his or her own voice as a writer (i.e. translate what he or she knows, thinks, and feels into oral and written, illustrated stories), develop a piece of writing, from choosing topics to starting and ending a piece of writing, learn how to revisit and make changes to a piece, and understand that writing has everyday purposes.

In order to have a successful writers workshop teachers should:
- Establish consistent writing workshop procedures (i.e. illustrating, writing, include your name, and date your work with a stamp, collect writing in a writing folder, publish, and share work with peers).
- Ensure that writers workshop does not become a handwriting exercise. Kindergarten-age children should practice letter formation in naturally occurring contexts, using lined and unlined paper, and based on teacher modeling. Formalized, rote handwriting drill is not utilized.
- Systematically collect and analyze children’s work to inform instruction.
- Conference with some children every day to support and scaffold their writing.

Mini-Lesson- The mini lesson takes place at the beginning of the writing workshop and should last about 10 minutes. The mini-lesson is meant as intervals for explicit, brief instruction in skills and strategies that then become part of a writer’s ongoing repertoire, to be drawn upon as needed. Mini-lessons are only ten minutes long, yet within in those fleeting minutes there are four component parts: Connection, Teaching, Active Engagement, and Link. During this time, the teachers clearly state the teaching point for that day. The teacher then models the skill or strategy they are teaching through his/her own writing. During the mini-lesson the teacher systematically demonstrates and models a literary genre, alphabetic principles, concepts of print, and letter formation. Students are usually gathered in a meeting area alongside a long-term partner, clustered as close to the teacher as possible. Anchor charts are often created as a tool to further model the teaching point. Students
are given a chance to practice the skill or strategy in their own independent writing while the teacher circulates around the room supporting student and conferencing/conferring with individual students to support and scaffold their writing.

**Independent Writing Time/Conferring** - At this time, students are working independently, most often practicing the skill or strategy that has been taught in that day's mini-lesson. During this time, the teacher is conferencing with students about the work they are doing as writers. This is also time for small group strategy lessons.

**Mid-Workshop Teaching Point** - Many times as teachers are conferencing with students, they notice that there is either a common difficulty students are having, or that most students seem to grasp the concept and are ready to move on. Thus, the mid-workshop teaching point can be used either to clarify confusion, or to expand upon a strategy to push students to go further in their writing. The mid-workshop teaching point is most often decided during the workshop and comes as a result of teacher observation. This should take no more than 5 minutes.

**Share/Partnerships** - At the end of a workshop, the teacher takes a couple minutes to wrap up the day's work with a teaching share. Many times the point a teacher makes in the share comes from specific student work from that day's workshop. The share should last no more than 5 minutes. This is also the time where students can meet in their partnerships to discuss the work they are doing as writers. Students share their writing process and products within the group.

**Oral Language**
Oral language is a child's most powerful learning tool. Students reveal their thinking about books through discussion with others. Their talk is a prelude to writing. They learn how words work through listening to, talking about, and working with them. By listening to texts read aloud, they internalize language that they will use as they talk and write. They learn language for a variety of purposes. In the kindergarten literacy curriculum we intentionally develop the kind of oral language skills that students need to take them into the future. We focus on two goals:

- **Listening and Speaking** - Listening and understanding (listening with attention and remembering details), social interaction (social conventions that make conversation work), extended discussions (Sustain a thread of discussion and respond to others), and content (substantive ideas, be able to explain and describe their thinking).
- **Presentation** - The ability to speak effectively to a group; voice (a speaker's personal style), conventions (enunciate words clearly, talk at an appropriate volume, and use an effective pace), word choice (using specific words that match the content), and ideas/content (substantive ideas and content)

**Phonics, Spelling, and Word Study:**
The phonics, spelling, and word study part of the literacy curriculum in kindergarten focuses on early literacy concepts, phonological awareness, letter knowledge, letter/sound relationships, spelling patterns, high frequency words, word meaning, word structure, and word solving actions.

**Early Literacy Concepts:**
- Distinguish between print and pictures.
- Understand the purpose of print in reading and writing.
- Locate the first and last letters of words in continuous text.
- Recognize one's own name.
- Understand that one says one word for one group of letters when you read.
- Understand that the concept of sentence (as a group of words with ending punctuation).
- Understand the concepts of letter and word (as a single character or group of characters).
- Understand the concepts of first and last in written language.
- Use left-to-right directionality of print and return to left in reading and writing.
- Use one's name to learn about words and make connections to words.
- Use spaces between words when writing.
- Match one spoken to one written word while reading and pointing.
Phonological Awareness:
- Segment sentences into words.
- Blend two or three phonemes in words (d-o-g, dog).
- Segment words into phonemes (b-a-t).
- Manipulate phonemes (mat-at, and-hand).
- Connect words by the sounds (sat, sun).
- Hear and recognize word boundaries.
- Hear and say beginning phonemes (sounds) in words (run/race, mom/make) and ending (win/fun, get/sit).
- Hear and say syllables (to-ma-to, can-dy, um-brel-la)
- Hear, say, connect, and generate rhyming words (fly, high, buy, sky)

Letter Knowledge:
- Categorize letters by features- by slant lines (v, w, x) and straight lines (p, l, b, d); by circles (o, b, g, p) and no circles (k, x, w, r); by tunnels (n, h); by tails (y, p, g); by no tails (r, s); by dots/not dots; by tall/short; by consonants/vowels.
- Distinguish letter forms.
- Make connections between words by recognizing letters (bat, big, ball), letter clusters (feat, meant, heat) and letter sequences.
- Recognize and produce the names of most upper-and lowercase letters.
- Identify a word that begins with the sound of each letter.
- Recognize consonants and vowels.
- Recognize letters that are embedded in words and in continuous text.
- Recognize uppercase and lowercase letters.
- Understand alphabetic order.
- Understand special uses of letters (capital letters, initial)
- Use efficient and consistent motions to form letters when writing.

Letter/Sound Relationships:
- Recognize and use beginning consonant sounds and the letters that represent them to read and write words.
- Understand that there is a relationship between sounds and letters.
- Recognize simple CVC words (cat, sun)
- Attempt to write words by writing one letter for each sound heard.

Spelling Patterns: As the year progresses students begin to recognize that there are patterns in words that you can hear and say.
- Recognize and use a few simple phonograms with VC pattern (easiest): (-ad, -ag, -an -am, -at, -ed, -en, -et, -ig, -in, -it, -og, -op, -ot, -ut)
- Recognize that words have letter patterns that are connected to sounds (phonograms and other letter patterns).
- Recognize and use the consonant-vowel-consonant (CVC) pattern (cab, fad, map)

High Frequency Words: Students begin to build their own high frequency list of words that they recognize on demand that by the end of the year should be twenty to twenty-five high frequency words that they can write (a, am, an, and, at, can, come, do, go, he, I, In, it, it, like, me, my, no, see, so the, to, up, we you) and twenty to twenty-five words that they can read ((a, am, an, and, at, can, come, do, go, he, I, In, it, it, like, me, my, no, see, so the, to, up, we you).
Word Meaning:
- Recognize and use concept words (color names, number words, days of the week, and months of the year).
- Recognize the parts of compound words and discuss their meaning when obvious.
- Recognize and use simple compound words (into, myself, itself, cannot, inside, maybe, nobody).

Word Structure: (Syllables)
- Understand that words can have one, two, or more syllables.
- Understand that you can hear syllables and demonstrate by clapping (horse, a-way, farm-er, morn-ing, bi-cy-cle, to-geth-er, ev-er-y)

Word-Solving Actions:
- Recognize and locate words (names)
- Make connections between names and other words.
- Use own first name and last names (and same names of others) to read and write words.
- Use known words to help in spelling new words.
- Use known words to monitor reading and spelling.
- Use letters and relationships to sounds to read and write words.

The kindergarten curriculum focuses on principles which are organized into broad categories of learning.
- Early Literacy Concepts- Awareness of how the written language works and a basic understanding of print.
- Phonological Awareness- Ability to hear sounds in words.
  - Phonemic Awareness- Recognizing individual sounds in words and, eventually, begin able to identify, isolate, and manipulate them.
- Letter Knowledge- How letters look, how to distinguish one from another, how to detect them within continuous text, and how to use them in words.
- Letter-Sound Relationships- Connections between letters and sounds.
- Spelling Patterns- Noticing the way words are put together in order to discover more patterns in order to make word solving faster and easier.
- High Frequency Words- Words that are automatically recognized quickly and accurately in order to build in reading and writing processing systems.
- Word Meaning and Vocabulary- Vocabulary instruction is part of a balanced literacy program where vocabulary is focused on and specifically taught. It is a component for each grade and every level of reader and writer.
- Word Structure- Words are built according to rules.
- Word-Solving Actions- Strategic moves readers and writers make when they use their knowledge of the language systems while reading and writing continuous text. “In-the-head” actions to read and write.
III. GOALS (Linked to Core Curriculum Content Standards)

Reading Anchor Standards:

Key Ideas and Details:

NJSLSA.R.1
Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLS.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLS.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

NJSLS.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLS.R.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLS.R.6
Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

NJSLS.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

NJSLS.R.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R.9
Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity:

**NJSLSA.R.10**

Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Kindergarten Reading Standards for Reading Literature:**

**Key Ideas and Details:**

**NJSLS.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).

**NJSLS.RL.K.2**
With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

**NJSLS.RL.K.3**
With prompting and support, identify characters, settings, and major events in a story.

**Craft and Structure:**

**NJSLS.RL.K.4**
Ask and answer questions about unknown words in a text.

**NJSLS.RL.K.5**
Recognize common types of texts (e.g., storybooks, poems).

**NJSLS.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.

**Integration of Knowledge and Ideas:**

**NJSLS.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).

**NJSLS.RL.K.8**
(RL.K.8 not applicable to literature)

**NJSLS.RL.K.9**
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity:

**NJSLS.RL.K.10**
Actively engage in group reading activities with purpose and understanding.

**Kindergarten Reading Standards for Reading Informational Text:**

**Key Ideas and Details:**

**NJSLS.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).

**NJSLS.RI.K.2**
With prompting and support, identify the main topic and retell key details of a text.
NJSLS.RI.K.3
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure:
NJSLS.RI.K.4
With prompting and support, ask and answer questions about unknown words in a text.

NJSLS.RI.K.5
Identify the front cover, back cover, and title page of a book.

NJSLS.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.

Integration of Knowledge and Ideas:
NJSLS.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).

NJSLS.RI.K.8
With prompting and support, identify the reasons an author gives to support points in a text.

NJSLS.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).

Range of Reading and Level of Text Complexity:
NJSLS.RI.K.10
Actively engage in group reading activities with purpose and understanding.

Kindergarten Reading Foundational Standards:

Print Concepts:
NJSLS.RF.K.1
Demonstrate understanding of the organization and basic features of print.

NJSLS.RF.K.1.A
Follow words from left to right, top to bottom, and page by page.

NJSLS.RF.K.1.B
Recognize that spoken words are represented in written language by specific sequences of letters.

NJSLS.RF.K.1.C
Understand that words are separated by spaces in print.

NJSLS.RF.K.1.D
Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness:
NJSLS.RF.K.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

NJSLS.RF.K.2.A
Recognize and produce rhyming words.
NJSLS.RF.K.2.B
Count, pronounce, blend, and segment syllables in spoken words.

NJSLS.RF.K.2.C
Blend and segment onsets and rimes of single-syllable spoken words.

NJSLS.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/.)

NJSLS.RF.K.2.E
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition:
NJSLS.K.3
Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

NJSLS.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.

NJSLS.RF.K.3.B
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

NJSLS.RF.K.3.C
Read high-frequency and sight words with automaticity.

NJSLS.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).

Fluency:
NJSLS.RF.K.4
Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

NJSLS.RF.K.4.A
Read emergent-readers with purpose and understanding.

NJSLS.RF.K.4.B
Read grade level text for purpose and understanding.

Writing Anchor Standards:

Text Types and Purposes¹:
NJSLS.W.1
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

NJSLS.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLS.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:
NJSLS.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLS.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLS.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
NJSLSA.W.7
Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLS.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLS.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
NJSLS.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Kindergarten Writing Standards:

Text Types and Purposes:
NJSLS.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...).
NJSLS.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.

NJSLS.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.

Production and Distribution of Writing:
NJSLS.W.K.4
(W.K.4 begins in grade 3)

NJSLS.W.K.5
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).

NJSLS.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.

Research to Build and Present Knowledge:
NJSLS.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).

NJSLS.W.K.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

NJSLS.W.K.9
(W.K.9 begins in grade 4)

Range of Writing:
NJSLS.W.K.10
(W.K.10 begins in grade 3)

Kindergarten Speaking and Listening Standards:

Comprehension and Collaboration:
NJSLS.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

NJSLS.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).

NJSLS.SL.K.1.B
Continue a conversation through multiple exchanges.

NJSLS.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.

NJSLS.SL.K.3
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas:
NJSLS.SL.K.4
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

NJSLS.SL.K.5
Add drawings or other visual displays to descriptions as desired to provide additional detail.

NJSLS.SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.

Kindergarten Language Standards:

Conventions of Standard English:
NJSLS.L.K.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS.L.K.1.A
Print many upper- and lowercase letters.

NJSLS.L.K.1.B
Use frequently occurring nouns and verbs.

NJSLS.L.K.1.C
Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

NJSLS.L.K.1.D
Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

NJSLS.L.K.1.E
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

NJSLS.L.K.1.F
Produce and expand complete sentences in shared language activities.

NJSLS.L.K.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS.L.K.2.A
Capitalize the first word in a sentence and the pronoun I

NJSLS.L.K.2.B
Recognize and name end punctuation.

NJSLS.L.K.2.C
Write a letter or letters for most consonant and short-vowel sounds (phonemes).

NJSLS.L.K.2.D
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language:
NJSLS.L.K.3
(L.K.3 begins in grade 2)

Vocabulary Acquisition and Use:
NJSLS.L.K.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
NJSLS.L.K.4.A
Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

NJSLS.L.K.4.B
L.K.4.b. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

NJSLS.L.K.5
With guidance and support from adults, explore word relationships and nuances in word meanings.

NJSLS.L.K.5.A
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

NJSLS.L.K.5.B
 Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

NJSLS.L.K.5.C
Identify real-life connections between words and their use (e.g., note places at school that are colorful).

NJSLS.L.K.5.D
Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

NJSLS.L.K.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

IV. ASSESSMENT

Student learning will be assessed through:

- Student/ teacher conferences
  - One-to-one writing and reading conferences are especially important to assess where writers and readers are in their learning. Teachers will meet with students to provide teaching opportunities. Watch with a record sheet in hand, and if children do something you regard as significant to the unit, make a note of it. If you teach a child a particular skill or strategy then record that teaching point.
  - Confering with a writer always begins with a teacher pulling alongside a writer and asking, “What are you working on as a writer?” and “What are you trying to do?” and “What are you planning to do next?” (Calkins)
  - When confering with a reader a teacher sits alongside a reader and reads over the shoulder of the student for a few seconds then asks, “Tell me about what you’re reading” or “How’s it going today?” or “What are you working on? Show me a place in the text where you tried this” or “What can I help you with? Is there anything you want help with?” or “Can you tell me some of the thinking you recorded on post-its or in your notebook? Will you walk me through some of the thinking you have been doing?” or “Can you read aloud from where you were a bit?” Any of these starting questions are a great beginning in order to research a little about the reader. Teachers then decide what to teach, compliment the reader, and teach a tip to the reader that will help them as a reader, not just with the book, then link the teaching point to what the student is reading.
  - Teachers generally use some type of system to record notes about readers, either in their own readers notebook, a journal, or an electronic device. These anecdotal notes provide evidence needed for upcoming conferences.
- Fountas and Pinnell Reading Level Assessment conducted at least three times a year for students beginning in January for all kindergarten students and then again in the spring and at the end of the year.
- 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
V. SCOPE AND SEQUENCE

See attached tables on subsequent pages.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
<th>Duration</th>
<th>Readers Workshop</th>
<th>Writers Workshop</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Sept./Oct. 6 weeks</td>
<td>6 weeks</td>
<td>We Are Readers (Book 1)</td>
<td>Launching Writers Workshop (Narrative Writing, Book 1)</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Oct./Nov. 4 Weeks</td>
<td>4 Weeks</td>
<td>Emergent Reading: Looking Closely at Familiar Texts (If…Then…)</td>
<td>Looking Closely: Observing, Labeling, and Listing Like Scientists (Informational Writing, If…Then…)</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Nov./Dec. 6 weeks</td>
<td>6 weeks</td>
<td>Super Powers: Reading with Print Strategies and Sight Word Power (Book 2)</td>
<td>Writing For Readers (Narrative Writing, Book 2)</td>
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<tr>
<td>Unit 4</td>
<td>Jan./Feb. 5 weeks</td>
<td>5 weeks</td>
<td>Bigger Books, Bigger Reading Muscles (Book 3)</td>
<td>How To Books: Writing to Teach Others (Informational Writing, Book 3)</td>
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<tr>
<td>Unit 5</td>
<td>Feb./March 4 weeks</td>
<td>4 weeks</td>
<td>Growing Expertise in Little Books: Reading for Information (If…Then…)</td>
<td>Persuasive Writing of All Kinds (Opinion Writing, Book 4)</td>
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<tr>
<td>Unit 6</td>
<td>March/Apr. 6 weeks</td>
<td>6 weeks</td>
<td>Becoming Avid Readers (Book 4)</td>
<td>Writing All About Books (If…Then…)</td>
</tr>
<tr>
<td>Unit 7</td>
<td>May/June 6 weeks</td>
<td>6 weeks</td>
<td>Readers are Resourceful: Tackling Hard Words and Tricky Parts (If…Then…)</td>
<td>I Am a Writer! Celebrating My Success</td>
</tr>
</tbody>
</table>
KINDERGARTEN READING  
Readers Workshop ~ Unit 1: We Are Readers  
September/October (6 weeks)  

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals:</td>
<td>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</td>
<td>Mentor Texts (Instructional Read Aloud):</td>
</tr>
<tr>
<td></td>
<td><strong>Bend 1: Launching with Learn-About-the-World Books</strong></td>
<td><em>The Beetle Alphabet Book</em> by Jerry Pallotta</td>
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<tr>
<td></td>
<td><strong>Bend 2: Reading Old Favorite Storybooks</strong></td>
<td><em>The Carrot Seed</em> by Ruth Krauss</td>
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<tr>
<td></td>
<td><strong>Word Study/Phonics:</strong> Recognizing one’s own name.</td>
<td><em>Three Billy Goats Gruff</em> by Paul Galdone</td>
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<td></td>
<td>Phonological Awareness: Rhymes</td>
<td><em>Mrs. Wishy Washy</em> by Joy Cowley</td>
</tr>
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<td></td>
<td>Letter Knowledge: Names, Fonts</td>
<td><strong>Teacher Resources:</strong></td>
</tr>
<tr>
<td></td>
<td>Concept of Word: Concepts of print; the differences between a letter and a word and an awareness of the concept of a word.</td>
<td><em>Units of Study for Teaching Reading</em> by Lucy Calkins</td>
</tr>
<tr>
<td>Outcomes:</td>
<td>Add one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</td>
<td>Unit 1: We Are Readers</td>
</tr>
<tr>
<td></td>
<td><strong>Units of Study Online Resource or Visit the Shared Drive for download.</strong></td>
<td><em>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</em> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</td>
</tr>
<tr>
<td></td>
<td>Below benchmark: 1 point: Slightly below benchmark: 2-4 points On benchmark: 5 points Far exceeds benchmark: 6+ points</td>
<td><strong>Daily Cafe</strong> by Gail Boushey and Joan Moser</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment(s):</strong></td>
<td><em>Words Their Way</em> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</td>
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<td></td>
<td><strong>Concepts of Print</strong></td>
<td><strong>Handwriting Without Tears</strong></td>
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<td></td>
<td>Units of Study Online Resource or Visit the Shared Drive for download. Below benchmark: 6 letters identified or less Slightly below benchmark: 7-11 letters On benchmark: 12 letters Far exceeds benchmark: 13+ letters</td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Letter Identification</strong> Assessment:</td>
<td>**Units of Study Online Resource or Download from Shared Drive Below benchmark: 6 letters identified or less Slightly below benchmark: 7-11 letters On benchmark: 12 letters Far exceeds benchmark: 13+ letters</td>
</tr>
</tbody>
</table>
| the pages to read and look at the left page first | **Letter/Sound Assessment**  
Visit the Shared Drive for download.  
Below benchmark: 1 letter sound  
Slightly below benchmark: 2 letter sounds  
On benchmark: 3 letter sounds  
Far exceeds benchmark: 4+ letter sounds  
**Word List**  
Visit the Shared Drive for Download  
Below benchmark: N/A  
Slightly below benchmark: 1 word  
On benchmark: 2-3 words  
Far exceeds benchmark: 4+ words  
**Fountas and Pinnell Beginning of the Year Assessment Expectations:**  
On Benchmark: (Level aa or A)  
Exceeds Expectations: (Level B)  
Far Exceeds Expectations: (Level C or above) |
<table>
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<tbody>
<tr>
<td>• Understand that reading is important and enjoyable</td>
<td>• Understand the importance of rereading as a behavior of good readers</td>
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<td>• Understand the importance of rereading as a behavior of good readers</td>
<td>• Connect to texts through personal experiences and background knowledge</td>
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<tr>
<td>• Connect to texts through personal experiences and background knowledge</td>
<td>• Gain knowledge about conventions of print</td>
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<td>• Gain knowledge about conventions of print</td>
<td>• Gain knowledge about using the three cueing systems (semantic, syntactic, and graphophonemic) when reading</td>
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</table>
# Readers Workshop Unit 2 ~ Emergent Reading: Looking Closely at Familiar Texts
October/November (4 weeks)

## Goals:
- Foster an appreciation and understanding of rich storybook language
- Support students’ emergent literacy skills, concepts about print, and early reading behaviors

## Outcomes:
- Notice how a story unfolds
- Utilize literary language and expression to think deeply about a text, story elements and characters
- Reread high-interest, engaging stories
- Build stamina to read alone and with a partner
- Begin to have conversations about familiar books with reading partners
- Participate in a small group guided reading group at a level that matches individual literacy development
- Extend students’ ability to approximate read
- Independently read books that have been read to students several times
- Relate story topics to one’s own experience
- Use pictures and language to interpret and elaborate on a story
- Increase receptive language skills, vocabulary inventory, concept knowledge, and understanding of language structures in books
- Practice, apply, and rehearse language and literacy concepts.
- Read left to right and then go back to the left to start a new line.
- Understand difference between a word and a letter
- Understand there are uppercase and lowercase letters

## Teaching Points (Possible Mini-Lessons):
Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.

### Bend I: Readers Reread and Look Closely at Books They Know Well to Make Their Reading Sound Like a Story

### Bend II: Readers Reread and Write Words to Look Closely and Notice More in the Story

### Bend III: Readers Invent Fun Things to Do with Books They Know Really Well and Have Studied Closely

## Word Study/Phonics:
- **Names of things** (vocabulary development, classification)
- **Phonological Awareness:** Syllables, Rhymes (listening for language patterns and words that rhyme)
- **Concept of Word:** Concepts of print; the differences between a letter and a word and an awareness of the concept of a word.
- **Letter Knowledge:** Distinguishing Letters in Print and Letter Names

Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.

## Mentor Texts/Resources:

### Mentor Texts (Instructional Read Aloud):
- *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* by Don and Audrey Wood
- *Caps for Sale* by Esphyr Slobodkina
- *The Carrot Seed* by Ruth Krauss
- *Three Billy Goats Gruff* by Paul Galdone
- *Mrs. Wishy Washy* by Joy Cowley
- *Dan the Flying Man* by Joy Cowley

### Teacher Resources:
- *Units of Study for Teaching Reading* by Lucy Calkins
- *If…Then…Curriculum The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching* Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
- *Daily Café* by Gail Boushey and Joan Moser
- *Words Their Way* by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston
- *Handwriting Without Tears*

## Assessment(s):
- **Concepts About Print (CAP) assessment**
  - Units of Study Online Resource Download from Shared Drive
  - Below benchmark: 1 point:
  - Slightly below benchmark: 3 points
  - On benchmark: 6-7 points
  - Far exceeds benchmark: 8+ points

- **Letter Identification Assessment:**
  - Units of Study Online Resource or Download from Shared Drive
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<tr>
<th>Assessment Type</th>
<th>Below benchmark:</th>
<th>Slightly below benchmark:</th>
<th>On benchmark:</th>
<th>Far exceeds benchmark:</th>
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<tbody>
<tr>
<td>Letter/Sound Identification assessment</td>
<td>9 letters or less</td>
<td>10-11 letters</td>
<td>15 letters</td>
<td>20+ letters</td>
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<td>Emergent Storybook Reading scale</td>
<td>2 letter sound</td>
<td>4 letter sounds</td>
<td>6-7 letter sounds</td>
<td>10+ letter sounds</td>
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<td>Fountas and Pinnell Beginning of the Year Assessment</td>
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<td>Expectations:</td>
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<td>On Benchmark:</td>
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<td>Exceeds Expectations:</td>
<td>(Level B)</td>
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<td>Far Exceeds Expectations:</td>
<td>(Level C or above)</td>
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**Readers Workshop Unit 3 ~ Super Powers: Reading with Print Strategies and Sight Word Power**  
**November/December (6 weeks)**  
**Second Marking Period**

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
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<tbody>
<tr>
<td><strong>Goals:</strong></td>
<td>Units of study are divided into bends,</td>
<td><strong>Mentor Texts (Instructional Read Aloud):</strong></td>
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<td>or parts, with each offering a new</td>
<td><em>Brown Bear, Brown Bear</em> by E. Carle</td>
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<td>portion of the journey. Bends are</td>
<td><em>In the Garden</em> by Annette Smith,</td>
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<td>further divided into multiple mini-</td>
<td>Jenny Giles, and Beverly Randell</td>
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<td>lessons.</td>
<td><em>Its Super Mouse!</em> by Phyllis Root</td>
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<td>**Bend 1: Using Superpowers to Look</td>
<td><em>So Much!</em> by Trish Cooke</td>
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<td>and Point, and Then Read Everything</td>
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<td>**Bend 2: Taking on Even the Hardest</td>
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<td>Words</td>
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<td><strong>Bend 3: Bring Books to Life</strong></td>
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<tr>
<td><strong>Outcomes:</strong></td>
<td><strong>Word Study/Phonics:</strong></td>
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<td><strong>Phonological Awareness:</strong> Hearing</td>
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<td>beginning and ending sounds</td>
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<td><strong>High Frequency Words:</strong></td>
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<td>Continue adding one high-frequency</td>
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<td>word a week to the word wall and</td>
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<td>providing time to practice with</td>
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<td>partners or in small groups.</td>
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<td><strong>Letter Knowledge:</strong> Forming Letters</td>
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<td>and Letter Names</td>
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<td><strong>Letter Identification Assessment:</strong></td>
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<td><strong>Concepts of Print:</strong> Units of Study</td>
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<td>Online Resource or Download from</td>
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<td>Below benchmark: 4 points or less</td>
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<td>Slightly below benchmark: 5 points</td>
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<td>On benchmark: 7-9 points</td>
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<td>Far exceeds benchmark: 10+ points</td>
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<td></td>
<td><strong>Handwriting Without Tears</strong></td>
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</table>

Unit studies are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.

**Mentor Texts (Instructional Read Aloud):**
- *Brown Bear, Brown Bear* by E. Carle
- *In the Garden* by Annette Smith, Jenny Giles, and Beverly Randell
- *Its Super Mouse!* by Phyllis Root
- *So Much!* by Trish Cooke

**Teacher Resources:**
- *Units of Study for Teaching Reading* by Lucy Calkins
- Unit 2: Super Powers: Reading with Print Strategies and Sight Word Power
- *The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching* Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
- *Daily Café* by Gail Boushey and Joan Moser
- *Words Their Way* by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston
- Handwriting Without Tears

**Assessment(s):**
- **Concepts of Print:**
  - Units of Study Online Resource or Download from Shared Drive for download.
  - Below benchmark: 4 points or less
  - Slightly below benchmark: 5 points
  - On benchmark: 7-9 points
  - Far exceeds benchmark: 10+ points

- **Letter Identification Assessment:**
  - Units of Study Online Resource or Download from Shared Drive for download.
  - Below benchmark: 11 letters identified or less
  - Slightly below benchmark: 12-17 letters
  - On benchmark: 18-29 letters
  - Far exceeds benchmark: 30+ letters
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<table>
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<tr>
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<tbody>
<tr>
<td>• <strong>Letter Sound Assessment</strong></td>
<td>Visit the Shared Drive for download. Below benchmark: 4 or below letter sounds Slightly below benchmark: 5-8 letter sounds On benchmark: 9-13 letter sounds Far exceeds benchmark: 14+ letter sounds</td>
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<tr>
<td>• <strong>High Frequency Word List</strong></td>
<td>Visit the Shared Drive for Download Below benchmark: 2 or below Slightly below benchmark: 3-6 word On benchmark: 7-9 words Far exceeds benchmark: 10+ words</td>
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<tr>
<td>• <strong>Fountas and Pinnell</strong></td>
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<tr>
<td><strong>Beginning of the Year Assessment Expectations:</strong></td>
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</tr>
<tr>
<td>On Benchmark:</td>
<td>(A or B)</td>
</tr>
<tr>
<td>Exceeds Expectations:</td>
<td>(Level C)</td>
</tr>
<tr>
<td>Far Exceeds Expectations:</td>
<td>(Level D or above)</td>
</tr>
</tbody>
</table>
Readers Workshop Unit 4 ~ Bigger Books, Bigger Reading Muscles  
January/February (5 weeks)  
Second Marking Period

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
<td>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</td>
<td>Mentor Texts (Instructional Read Aloud):</td>
</tr>
<tr>
<td></td>
<td>Bend 1: Tackling More Challenging Books</td>
<td><em>Picnic</em> by Phyllis Root</td>
</tr>
<tr>
<td></td>
<td>Bend 2: Zooming in on Letters and Sounds</td>
<td><em>Pizza</em> by Phyllis Root</td>
</tr>
<tr>
<td></td>
<td>Bend 3: Graduation: Becoming Stronger Readers</td>
<td><em>We Will Go</em> by Zoe Ryder White</td>
</tr>
<tr>
<td></td>
<td>Word Study/Phonics:</td>
<td><em>Can You See the Eggs</em> by Jenny Giles</td>
</tr>
<tr>
<td></td>
<td>At this point in the year many students are ready to work with short vowel spelling patterns such as –at, an, -in, -it, -op, -ot and –an. Small groups might be formed for word study based on the needs of students.</td>
<td><em>Hide and Seek</em> by Lila</td>
</tr>
<tr>
<td></td>
<td>Phonological Awareness:</td>
<td><em>Kitty Cat and Fat Cat</em> Rigby</td>
</tr>
<tr>
<td></td>
<td>Hearing beginning sounds, middle, and ending sounds</td>
<td><em>Oh, the Places You’ll Go!</em> By Dr. Seuss</td>
</tr>
<tr>
<td></td>
<td>High Frequency Words:</td>
<td><em>Wake Up, Dad</em> by Beverly Randell</td>
</tr>
<tr>
<td></td>
<td>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</td>
<td><em>Dragonflies</em> by Margaret Hall</td>
</tr>
<tr>
<td></td>
<td>Letter Knowledge:</td>
<td><em>My Bug Box</em> by Pat Blanchard and Joanne Suhr</td>
</tr>
<tr>
<td></td>
<td>Letter Formation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Letter/Sound Relationships:</td>
<td>Teacher Resources:</td>
</tr>
<tr>
<td></td>
<td>Beginning Sounds</td>
<td><em>Units of Study for Teaching Reading</em> by Lucy Calkins</td>
</tr>
<tr>
<td></td>
<td>Simple CVC pattern (e.g., -at)</td>
<td>Unit 3: Bigger Books, Bigger Reading Muscles</td>
</tr>
<tr>
<td></td>
<td>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes:</strong></td>
<td></td>
<td>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</td>
</tr>
<tr>
<td></td>
<td>One-to-one matching</td>
<td>Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</td>
</tr>
<tr>
<td></td>
<td>Match the number of words spoken to the number of words on the page</td>
<td><em>Daily Café</em> by Gail Boushey and Joan Moser</td>
</tr>
<tr>
<td></td>
<td>Identify letter sounds for vowels and consonants</td>
<td><em>Words Their Way</em> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</td>
</tr>
<tr>
<td></td>
<td>Attend to the initial letter, beginning consonant clusters, and the ending of unknown words while reading</td>
<td>Handwriting Without Tears</td>
</tr>
<tr>
<td></td>
<td>Recognize and read high-frequency words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use patterns to decode unfamiliar words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrate sources of information</td>
<td></td>
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<tr>
<td></td>
<td>Read with prosody and expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor for meaning and structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Display developed concept of print</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Move from left to right when reading multiple lines of print</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read books alone or with a partner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make predictions while reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select at least ten books at their independent level (approximately aa-C) to hold for the week in order to read with high volume.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment(s):

- **Concepts of Print**
  - Units of Study Online Resource or Visit the Shared Drive for download.
  - Below benchmark: 8 points or below
  - Slightly below benchmark: 9 points
  - On benchmark: 10-12 points
  - Far exceeds benchmark: 13 points

- **Letter Identification Assessment:**
<table>
<thead>
<tr>
<th>Units of Study Online Resource or Download from Shared Drive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below benchmark: 17 letters identified or less</td>
</tr>
<tr>
<td>Slightly below benchmark: 18-29 letters</td>
</tr>
<tr>
<td>On benchmark: 30-41 letters</td>
</tr>
<tr>
<td>Far exceeds benchmark: 42+ letters</td>
</tr>
</tbody>
</table>

- **Letter Sound Assessment**

  Visit the Shared Drive for download.
  
  Below benchmark: 8 or below letter sounds
  Slightly below benchmark: 9-14 letter sounds
  On benchmark: 15-19 letter sounds
  Far exceeds benchmark: 20+ letter sounds

- **High Frequency Word List**

  Visit the Shared Drive for Download
  
  Below benchmark: 5 or below word
  Slightly below benchmark: 6-11 word
  On benchmark: 12-17 words
  Far exceeds benchmark: 18+ words

- **Fountas and Pinnell Beginning of the Year Assessment Expectations:**

  On Benchmark: (Level B)
  Exceeds Expectations: (Level C)
  Far Exceeds Expectations: (Level D or above)
Readers Workshop Unit 5 ~ Growing Expertise in Little Books: Reading for Information
February/March (4 weeks)
Second/Third Marking Period

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
<td>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</td>
<td><strong>Mentor Texts (Instructional Read Aloud):</strong></td>
</tr>
</tbody>
</table>
|                | **Bend 1: Readers Become Experts on Topics by Reading Books, Asking Questions, and Talking with Others** | *Who Works at the Zoo?* By Sarah Russell  
*Zoo Looking* by Mem Fox |
|                | **Bend 2: Readers Learn about Words inside Their Books, Too!** | **Teacher Resources:** |
|                | **Bend 3: Readers Can Think about What's the Same and What's Different in – and across – Books** | *Units of Study for Teaching Reading* by Lucy Calkins  
Growing Expertise in Little Books: Reading for Information  
If…Then…Curriculum  
*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching*  
Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  
*Daily Café* by Gail Boushey and Joan Moser  
*Words Their Way* by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston  
Handwriting Without Tears |
| Outcomes:      | **Word Study/Phonics:**  
**Phonological Awareness:**  
Blending syllables  
Hearing Beginning, Middle, and Ending Sounds  
**High Frequency Words:** At this point in the year plenty of time should be spent on high-frequency words. (See them in print, talk about what the word looks like, learn the words using movement).  
Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups. | **Assessment(s):**  
- **Concepts of Print**  
Units of Study Online Resource or Visit the Shared Drive for download.  
Below benchmark: 9 points or less  
Slightly below benchmark: 10-12 points  
On benchmark: 13 points  
Far exceeds benchmark: N/A  
- **Letter Identification Assessment:**  
Units of Study Online Resource or Download from Shared Drive  
Below benchmark: 29 letters identified or less  
Slightly below benchmark: 30-41 |
|                | **Letter Knowledge:**  
Letter formation  
**Letter/Sound Relationships:**  
Beginning Sounds and Ending Sounds  
**Simple CVC Pattern** (e.g., -at) | |
- Look closely at the visuals in a book and take a guess at what an unknown word means
- Pointing out and labeling parts
- Read the words and use the pictures to add to understanding of topics
- Match one-to-one with crisp pointing under words that are being read
- Recognize sight words from page to page and book to book
- Hold onto patterns in the texts and use these as a support when reading
- Raise questions about text content
- Study pictures and photographs for information about the topic of the book
- Identify domain specific language in text
- Select at least ten books at their independent level (approximately A-E) to hold for the week in order to read with high volume

<table>
<thead>
<tr>
<th>letters</th>
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</thead>
<tbody>
<tr>
<td>On benchmark: 42-59 letters</td>
</tr>
<tr>
<td>Far exceeds benchmark: N/A</td>
</tr>
</tbody>
</table>

- **Letter Sound Assessment**
  Units of Study Online Resource or visit the Shared Drive for download.
  - Below benchmark: 12 or below letter sounds
  - Slightly below benchmark: 13-19 letter sounds
  - On benchmark: 20-26 letter sounds
  - Far exceeds benchmark: N/A

- **High Frequency Word List**
  Units of Study Online Resource or visit the Shared Drive for Download
  - Below benchmark: 8 or below words
  - Slightly below benchmark: 9-16 words
  - On benchmark: 17-24 words
  - Far exceeds benchmark: 25+ words

- **Fountas and Pinnell Beginning of the Year Assessment Expectations:**
  - On Benchmark: (Level B)
  - Exceeds Expectations: (Level C)
  - Far Exceeds Expectations: (Level D or above)
**Readers Workshop Unit 6 ~ Becoming Avid Readers**
**March/April (6 weeks)**
**Third/Fourth Marking Period**

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
<td>Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.</td>
<td><strong>Mentor Texts (Instructional Read Aloud):</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Bend 1: Becoming an Avid Reader</strong></td>
<td><em>The Carrot Seed</em> by Ruth Krauss</td>
</tr>
<tr>
<td></td>
<td><strong>Bend 2: Learning from All-About Books</strong></td>
<td><em>Not Norman: A Goldfish Story</em> by Kelly Bennett</td>
</tr>
<tr>
<td></td>
<td><strong>Bend 3: Falling in Love with Poetry</strong></td>
<td><em>Honey Bees</em> by Martha Rustad</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Dragon Flies</em> by Margaret Hall</td>
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<td></td>
<td></td>
<td><em>Click Beetle</em> by Marjorie Martinelli</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Gossie</em> by Olivier Dunrea</td>
</tr>
<tr>
<td><strong>Outcomes:</strong></td>
<td>Word Study/Phonics:</td>
<td><strong>Teacher Resources:</strong></td>
</tr>
<tr>
<td></td>
<td>Introduce simple spelling patterns (<em>-at, -an, -in, -it, -op, -ot</em>) to support students who are reading or getting ready to read levels C/D/E. Phonemic awareness activities; blend and segment onsets and rimes of single-syllable words. Sort words that have the same spelling patterns. Manipulate letters to make new words.</td>
<td><strong>Units of Study for Teaching Reading</strong> by Lucy Calkins</td>
</tr>
<tr>
<td></td>
<td><strong>Phonological Awareness:</strong></td>
<td>Unit 4: Becoming Avid Readers</td>
</tr>
<tr>
<td></td>
<td>Blending syllables</td>
<td><em>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</em> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</td>
</tr>
<tr>
<td></td>
<td>Hearing Beginning, Middle, and Ending Sounds</td>
<td><strong>Daily Café</strong> by Gail Boushey and Joan Moser</td>
</tr>
<tr>
<td></td>
<td><strong>High Frequency Words:</strong></td>
<td><em>Words Their Way</em> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</td>
</tr>
<tr>
<td></td>
<td>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</td>
<td>Handwriting Without Tears</td>
</tr>
<tr>
<td></td>
<td><strong>Letter Knowledge:</strong></td>
<td><strong>Assessment(s):</strong></td>
</tr>
<tr>
<td></td>
<td>Letter Formation</td>
<td><strong>Concepts of Print:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Letter/Sound Relationships</strong></td>
<td>Units of Study Online Resource or Visit the Shared Drive for download.</td>
</tr>
<tr>
<td></td>
<td>Beginning and ending sounds</td>
<td>Below benchmark: 10 points or less</td>
</tr>
<tr>
<td></td>
<td><strong>Simple CVC patterns</strong></td>
<td>Slightly below benchmark: 11 points</td>
</tr>
<tr>
<td></td>
<td>(*-an, and <em>-ay</em>)</td>
<td>On benchmark: 13 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Far exceeds benchmark: N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Letter Identification Assessment:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Units of Study Online Resource</td>
</tr>
</tbody>
</table>

- **Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.**

- **Teacher Resources:**
  - *Units of Study for Teaching Reading* by Lucy Calkins
  - Unit 4: Becoming Avid Readers
  - *The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching* Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
  - *Daily Café* by Gail Boushey and Joan Moser
  - *Words Their Way* by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston
  - Handwriting Without Tears

- **Assessment(s):**
  - **Concepts of Print:**
    - Units of Study Online Resource or Visit the Shared Drive for download.
    - Below benchmark: 10 points or less
    - Slightly below benchmark: 11 points
    - On benchmark: 13 points
    - Far exceeds benchmark: N/A
  - **Letter Identification Assessment:**
    - Units of Study Online Resource
- Hold onto patterns in texts and use these as a support when reading
- Build reading stamina and comprehension
- Create mental images during reading
- Hold collaborative conversations during partner and club time
- Read poetry with proper phrasing and fluency
- Select at least ten books at their independent level (approximately A-E) to hold for the week in order to read with high volume

| Below benchmark: 34 letters identified or less | Slightly below benchmark: 35-40 letters On benchmark: 49 letters Far exceeds benchmark: N/A
| On benchmark: 54 letters Far exceeds benchmark: N/A |

- **Letter Sound Assessment:**
  - Units of Study Online Resource or visit the Shared Drive for download.
  - Below benchmark: 13 or below letter sounds
  - Slightly below benchmark: 14-20 letter sounds
  - On benchmark: 23-26 letter sounds
  - Far exceeds benchmark: N/A

- **High Frequency Word List:**
  - Units of Study Online Resource or visit the Shared Drive for Download
  - Below benchmark: 12 or below
  - Slightly below benchmark: 14-20 words
  - On benchmark: 21-23 words
  - Far exceeds benchmark: 30+ words

  - Visit the Shared Drive for Download
  - Below benchmark: 16 or below
  - Slightly below benchmark: 17-24 words
  - On benchmark: 25-34 words
  - Far exceeds benchmark: 35+ words

- **Fountas and Pinnell Beginning of the Year Assessment Expectations:**
  - On Benchmark: (Level C)
  - Exceeds Expectations: (Level D-E)
  - Far Exceeds Expectations: (Level F or above)
Readers Workshop Unit 7 ~ Readers Are Resourceful: Tackling Hard Words and Tricky Parts
May/June (6 weeks)
Fourth Marking Period

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
</table>
| **Goals:**  
- Readers will be resourceful and utilize foundational reading skills to problem solve when encountering unfamiliar words in text.  
**Outcomes:**  
- Match one-to-one with crisp pointing under words that are being read  
- Check the picture to help figure out what the words say  
- Extend word-solving strategies to include more use of meaning cues and syntax/structure cues  
- Implement more than one strategy when decoding unfamiliar words if initially unsuccessful  
- Recognize sight words from page to page and book to book  
- Reread for multiple purposes  
- Hold onto patterns in their texts and use these as a support when they read  
- Select at least ten books at their independent level (approximately A-E) to hold for the week in order to read with high volume.  
| Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.  
**Bend 1:** Think About the Story and How the Books Sounds to Figure Out Words  
**Bend 2:** Readers Are Flexible Problem Solvers  
**Bend 3:** Readers Make Their Reading Sound Great  
**Word Study/ Phonics:** During this unit shared reading plays an integral part in bridging word study and readers workshop.  
**Phonological Awareness:** Blending onset and rimes during phonemic awareness work.  
| **High Frequency Words:** Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.  
| **Letter Knowledge:** Uppercase and Lowercase letter formation  
| **Letter/Sound Relationships**  
Beginning and Ending Sounds  
| **Simple Spelling CVC patterns**  
Short vowels  
Consonant blends and digraphs  
| **Mentor Texts (Instructional Read Aloud):**  
The Pond by Janice Boland  
Piggy and Dad Play, Lemonade for Sale, Play Ball!, and Water Balloons from Brand New Readers Series  
| **Teacher Resources:**  
Units of Study for Teaching Reading by Lucy Calkins  
Readers Are Resourceful: Tackling Hard Words and Tricky Parts  
If...Then...Curriculum  
The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  
Daily Café by Gail Boushey and Joan Moser  
Words Their Way by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston  
Handwriting Without Tears  
| **Assessment(s):**  
- Concepts of Print  
Visit the Shared Drive for download.  
Below benchmark: 11 points or less  
Slightly below benchmark: 12 points  
On benchmark: 13 points  
Far exceeds benchmark: N/A  
| **Letter Identification Assessment:**  
Download from Shared Drive  
Below benchmark: 39 letters identified or less  
Slightly below benchmark: 40-53  


letters
On benchmark: 54 letters
Far exceeds benchmark: N/A

- **Letter Sound Assessment**
  Visit the Shared Drive for download.
  Below benchmark: 14 or below letter sounds
  Slightly below benchmark: 15-25 letter sounds
  On benchmark: 26 letter sounds
  Far exceeds benchmark: N/A

- **High Frequency Word List**
  Visit the Shared Drive for Download
  Below benchmark: 16 or below
  Slightly below benchmark: 17-24 words
  On benchmark: 25-34 words
  Far exceeds benchmark: 35+ words

- **Fountas and Pinnell Beginning of the Year Assessment**
  Expectations:
  On Benchmark: (Level C)
  Exceeds Expectations: (Level D-E)
  Far Exceeds Expectations: (Level F or above)
## KINDERGARTEN WRITING

**Writers Workshop Unit 1 ~ Launching the Writing Workshop**

**First Marking Period**

### Goals
- Use drawings, written words, and oral commentary to capture meaning.
- Participate in shared, interactive, and modeled writing

### Outcomes
- View themselves as writers as well as listen to others
- Build a community of writers
- Offer and accept feedback to and from their peers
- Pay attention and share details of their own lives through various means
- Understand how to build a writing community where students listen and learn from each other, how to gather ideas from read-a-louds and how to translate that information into their own writing
- Understand writers use pictures and/ or words to communicate with one another and to express ideas

### Units of study
Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.

<table>
<thead>
<tr>
<th>Bend 1: We Are All Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bend 2: Writing Teaching Books</td>
</tr>
<tr>
<td>Bend 3: Writing Stories</td>
</tr>
<tr>
<td>Bend 4: Preparing for Publication</td>
</tr>
</tbody>
</table>

### Handwriting:
Use a preferred hand consistently for writing
Write letters in groups to form words

### Mentor Texts/Resources

<table>
<thead>
<tr>
<th>Mentor Texts (Instructional Read Aloud):</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Chicka Chicka Boom Boom</em> by Bill Martin, Jr.</td>
</tr>
<tr>
<td><em>A Bedtime Story</em> by Mem Fox</td>
</tr>
<tr>
<td><em>Three Billy Goats Gruff</em> a Norwegian Folk Tale</td>
</tr>
<tr>
<td><em>The Crayon Box That Talked</em> by Shane Derolf</td>
</tr>
<tr>
<td><em>When I Was Five</em> by Arthur Howard</td>
</tr>
<tr>
<td><em>Mud</em> by Mary Lyn Ray</td>
</tr>
<tr>
<td><em>Beach</em> by Elisha Cooper</td>
</tr>
<tr>
<td><em>Birds</em> by Kevin Henkes</td>
</tr>
<tr>
<td><em>Call Me Gorgeous!</em> By Giles Milton and Alexandra Milton</td>
</tr>
<tr>
<td><em>A Couple of Boys Have the Best Week Ever!</em></td>
</tr>
<tr>
<td><em>Hoptoad</em> by Jane Yolen</td>
</tr>
<tr>
<td><em>I'm Bad!</em> By Kate McMullen</td>
</tr>
<tr>
<td><em>Let's Play Basketball</em> by Charles R. Smith</td>
</tr>
<tr>
<td><em>A Boy, A Dog, and A Frog</em> by Mercer Mayer</td>
</tr>
<tr>
<td><em>Pancakes for Breakfast</em> by Tomie DePaolo</td>
</tr>
<tr>
<td><em>Kitten's First Full Moon</em> by Kevin Henkes</td>
</tr>
<tr>
<td><em>Rain</em> by Manya Stojic</td>
</tr>
<tr>
<td><em>39 Uses for a Friend</em> by Harriet Ziefert</td>
</tr>
<tr>
<td><em>The Zoo</em> by Suzy Lee</td>
</tr>
<tr>
<td><em>The Boss Baby</em> by M. Frazee</td>
</tr>
<tr>
<td><em>When Sophie Gets Angry- Really, Really Angry</em> by Molly Bang</td>
</tr>
<tr>
<td><em>Ice Cream</em> by Elisha Cooper</td>
</tr>
<tr>
<td><em>Birdsongs</em> by Betsy Franco and Steve Jenkins</td>
</tr>
<tr>
<td><em>Long Night Moon</em> by Cynthia Rylant</td>
</tr>
<tr>
<td><em>I Stink!</em> By Kate and Jim McMullan</td>
</tr>
<tr>
<td><em>Big Alaska: Journey Across America's Most Amazing State</em> by Debbie S. Miller</td>
</tr>
</tbody>
</table>

### Teacher Resources:
- [http://readingandwritingproject.com/](http://readingandwritingproject.com/)
- *Units of Study for Narrative, Information, and Opinion Writing* Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann
- Unit 1: Launching the Writing Workshop
- One to One- The Art of Conferring with Young Writers - Calkins, Hartman, White
<table>
<thead>
<tr>
<th>6+1 Traits of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pg. 29 - Making Process Learning</td>
</tr>
<tr>
<td>Concrete (Play dough lesson)</td>
</tr>
</tbody>
</table>

*The Continuum of Literacy Learning: Grades PreK-8 A Guide to Teaching*

Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann

Handwriting Without Tears

**Assessment:**

*Writing Pathways: Performance Assessments and Learning Progressions* by Lucy Calkins

Narrative Writing Checklist

Writing Progressions

*Please draw or write about a true story. Students should have a picture and may or may not have letters, words, or labels on the paper.*
Writers Workshop Unit 2 ~ Looking Closely: Observing, Labeling, and Listing Like Scientists
October/November (4 weeks)
First Marking Period

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
<td>Units of study are divided into bends, or</td>
<td>Mentor Texts (Instructional Read Aloud): Teacher selected materials</td>
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<tr>
<td></td>
<td>parts, with each offering a new portion of</td>
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<td></td>
<td>the journey. Bends are further divided into</td>
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<td></td>
<td>multiple mini-lessons.</td>
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<tr>
<td></td>
<td><strong>Bend 1- Living Like Writers, Living Like</strong></td>
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<tr>
<td></td>
<td><strong>Scientists</strong></td>
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<tr>
<td></td>
<td><strong>Bend 2- Making Books Just Like the Ones</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>We Read: Studying Mentor Texts and</strong></td>
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<td></td>
<td><strong>Making Reading/Writing Connections</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Bend 3- Writing More: Adding Details</strong></td>
<td></td>
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<td></td>
<td><strong>and Information and Writing Phrases or</strong></td>
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<tr>
<td></td>
<td><strong>Sentences</strong></td>
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<td><strong>Bend 4- Becoming Researchers:</strong></td>
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<td></td>
<td><strong>Scientists, Make Connections, Predict,</strong></td>
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<td></td>
<td><strong>Have Ideas, and Compare and Contrast</strong></td>
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<td></td>
<td><strong>Handwriting:</strong></td>
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<tr>
<td></td>
<td>Write labels and sentences</td>
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<tr>
<td></td>
<td>Increase writing stamina</td>
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</tr>
<tr>
<td></td>
<td>Create books that mirror work of</td>
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<tr>
<td></td>
<td>mentor authors</td>
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<td></td>
<td>Write list books, pattern books and</td>
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<td></td>
<td>books with simple sentences that</td>
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<td>will likely revolve around high-</td>
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<td></td>
<td>frequency words</td>
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<td></td>
<td>Revise to elaborate and extend</td>
<td></td>
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<tr>
<td></td>
<td>thinking</td>
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<td></td>
<td>Apply strategies for reading and</td>
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<td></td>
<td>writing non-fiction text</td>
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<td></td>
<td>Stretch out words when writing,</td>
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<tr>
<td></td>
<td>listening not only to first sounds,</td>
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<td></td>
<td>but to every sound after that</td>
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<td></td>
<td>Use a combination of drawing,</td>
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<td></td>
<td>dictating, and writing to compose</td>
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<td></td>
<td>informative/explanatory texts</td>
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<td></td>
<td>Stay focused on a single topic</td>
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</tbody>
</table>

**Outcomes**
- Write labels and sentences
- Increase writing stamina
- Create books that mirror work of mentor authors
- Write list books, pattern books and books with simple sentences that will likely revolve around high-frequency words
- Revise to elaborate and extend thinking
- Apply strategies for reading and writing non-fiction text
- Stretch out words when writing, listening not only to first sounds, but to every sound after that
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts
- Stay focused on a single topic

**Handwriting:**
- Write letters in groups to form words
- Leave appropriate space between words
- Hold pencil with an appropriate grip

**Teacher Resources:**
- *Units of Study for Narrative, Information, and Opinion Writing* Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann
- *Observing, Labeling, and Listing Like Scientists (Informational Writing)*
- *If…Then…Curriculum*
- *The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching* Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann
- *Handwriting Without Tears*

**Assessment:**
- Publication/Celebration by: End of Unit
- Students will write a non-fiction piece. Informal assessments:
  - Observation
  - Conference notes
  - Daily writing samples
- *Writing Pathways: Performance Assessments and Learning Progressions* by Lucy Calkins
### Writers Workshop Unit 3 ~ Writing For Readers
**November/ December (6 weeks)**
**Second Marking Period**

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
</table>
| **Goals:**     | Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons. | **Mentor Texts (Instructional Read Aloud):**  
*Owl Moon*, by Jane Yolen  
*A Chair for My Mother*, by Vera Williams  
*Koala Lou*, by Mem Fox  
*The Boss Baby* by M. Frazee  
*When Sophie Gets Angry- Really, Really Angry* by Molly Bang |
| - Writers can share their personal experiences  
- Utilize strategies for making clearer, richer stories, to strengthen conventions and mechanics of their writing  
- Become accustomed to thinking of a story, capturing it in drawings, words that span pages, and doing all of this in ways that they, and others, can read  
- Students will reread the books they write applying their concepts about print knowledge | **Bend 1- Writing Stories that People Can Really Read**  
**Bend 2- Tools Give Writers Extra Power**  
**Bend 3- Partnering for Revision: Making Stories More Fun to Read**  
**Bend 4- Preparing for Publication**  
**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 | **Teacher Resources:**  
*Units of Study for Narrative, Information, and Opinion Writing* Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann  
*Writing Without Tears*  
*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching* Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann |
| **Outcomes:** | Informal assessments:  
- Observation  
- Conference notes  
- Daily writing samples  
Writing Checklist for Narrative Writing Writing Progressions | **Assessment:**  
Publication/Celebration by: End of Unit  
Students will write a narrative piece. Bringing true stories to life.  
Writing Pathways: Performance Assessments and Learning Progressions by Lucy Calkins |
### Writers Workshop Unit 4 ~ How-To Books: Writing to Teach Others

**January (5 weeks)**

**Second Marking Period**

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
</table>
| **Goals:**     | Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons. | **Mentor Texts (Instructional Read Aloud):**  
*My First Soccer Game* and *My First Ballet Class* by Alyssa Capucilli  
And other procedural writing books—cookbooks, instructions for new toys & games, craft projects to make |
|                | Bend 1: Writing How-To Books, Step by Step | **Teacher Resources:**  
*Units of Study for Narrative, Information, and Opinion Writing* 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) |
|                | Bend 2: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones | **The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching** Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann |
|                | Bend 3: Keeping Readers in Mind | **Handwriting Without Tears** |
|                | Bend 4: Giving How-To Books as Gifts | **Assessment:**  
Writing Checklist  
Writing Progression  
Common Assessment in Non-Fiction Writing Scored with Teachers College Information Rubric  
*Writing Pathways: Performance Assessments and Learning Progressions* by Lucy Calkins |
| **Outcomes**   | Handwriting:  
Leave appropriate space between words  
Write left to right in lines  
Form upper and lower case letters efficiently and proportionately in manuscript print |
<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
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<tbody>
<tr>
<td><strong>Goals:</strong></td>
<td>Units of study are divided into bends, or</td>
<td><strong>Mentor Texts (Instructional Read Aloud):</strong></td>
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<td>parts, with each offering a new portion of</td>
<td><em>Click, Clack, Moo: Cow that Type</em> by Doreen Cronin</td>
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<td></td>
<td>the journey. Bends are further divided into</td>
<td><strong>Teacher Resources:</strong></td>
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<td></td>
<td>multiple mini-lessons.</td>
<td><em>Units of Study for Narrative, Information, and Opinion Writing</em> 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)</td>
</tr>
<tr>
<td></td>
<td><strong>Bend 1: Exploring Opinion Writing:</strong></td>
<td><em>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</em> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</td>
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<tr>
<td></td>
<td>Making our School a Better Place</td>
<td>Handwriting Without Tears</td>
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<td>**Bend 2: Sending Our Words Out into the</td>
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<td>World: Writing Letters to Make a Change</td>
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<td><strong>Bend 3: Persuasive Writing Projects</strong></td>
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<td></td>
<td><strong>Handwriting:</strong></td>
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<td></td>
<td>Form upper and lower case letters</td>
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<td>efficiently and proportionately in</td>
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<td>manuscript print</td>
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<td><strong>Outcomes:</strong></td>
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<td><strong>Assessment:</strong></td>
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<td></td>
<td>Write for a specific audience</td>
<td>Common Assessment in Information Writing Scored with Teachers College Opinion Rubric</td>
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<td></td>
<td>Write for a real purpose</td>
<td>Writing Checklist for information Writing Progression</td>
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<td>Write informative/explanatory text in</td>
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<td>which they name a topic, supply some</td>
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<td>facts about the topic, and provide some</td>
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<td>sense of closure</td>
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<td>Write signs, songs, petitions, and/or</td>
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<td>letters</td>
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<td>Add facts and information to writing to</td>
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<td>make it more persuasive</td>
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<td>Embed how-to texts in persuasive letters</td>
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<td>when appropriate</td>
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<td>Work with a partner to plan a</td>
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<td>presentation of their own writing</td>
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</tbody>
</table>

**Handwriting:**

- Form upper and lower case letters efficiently and proportionately in manuscript print

**Assessment:**

- Common Assessment in Information Writing Scored with Teachers College Opinion Rubric
- Writing Checklist for information Writing Progression

**Informal assessments:**

- Observation
- Conference notes
- Daily writing samples

**Persuasive Writing Prompt**

Available on page viii of Calkins Unit 4

*Writing Pathways: Performance Assessments and Learning Progressions* by Lucy Calkins
<table>
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</table>
| **Goals:**     | Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons. | **Mentor Text:**  
Trucks!, Planes, or Trains National Geographic Readers Series  
My First Soccer Game by Alyssa Capucilli |
| • Develop areas of expertise  
• Participate in research and writing about a self-selected topic | **Bend 1:** Writing All-About Books on Topics We Love  
**Bend 2:** Revise by Elaborating – Then Begin Writing Longer Books Right from the Start  
**Bend 3:** Revising to Add Text Features – Then Writing More Developed Books from the Start  
**Bend 4:** One Final Grand Revision to Prepare for a Publishing party | **Teacher Resources:**  
Units of Study for Narrative, Information, and Opinion Writing  
Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann  
Writing All-About Books (If…Then…Curriculum) |
| **Outcomes:**  | **Handwriting:**  
Form upper and lower case letters efficiently and proportionately in manuscript print | **Assessment(s)**  
Publication/Celebration by: End of Unit  
Informal assessments:  
- observation  
- conference notes  
Daily writing samples |
| • Utilize drawing, dictating, and writing to compose texts about a familiar topic  
• Write in an organized fashion with one topic in mind  
• Elaborate on writing by adding examples, and including additional information, and considering the readers’ questions  
• Apply revision strategies  
• Capitalize the pronoun I  
• Write letters for most consonant and short vowel sounds  
• Spell simple words phonetically  
• Utilize personal writing to teach others through an oral presentation | | Writing Checklist  
Writing Progression |
# Writers Workshop Unit 7 ~ I am a Writer! Celebrating My Success
## May/June (6 weeks)
### Fourth Marking Period

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
</table>
| **Goals:** | **Units of study are divided into bends, or parts, with each offering a new portion of the journey. Bends are further divided into multiple mini-lessons.** | **Mentor Texts (Instructional Read Aloud):**  
Teacher selected Materials |
| • Understand writing has a purpose | **Bend 1: Getting Started with Writing Projects in a Range of Genres** | **Teacher Resources:**  
*Units of Study for Narrative, Information, and Opinion Writing*  
Written by Lucy Calkins and her colleagues at The Reading and Writing Project  
Published by Heinemann  
*With a Little Help from My Friends: Independent Writing Projects across the Genres (If…Then…Curriculum)*  
*The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching*  
Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann |
| • Gain awareness of how each genre is a tool for a different purpose | **Bend 2: Lifting the Quality of Writing** | Handwriting Without Tears |
| **Outcomes:** | **Bend 3: Using Mentor Texts as Our Personal Writing Teachers** | **Assessment:** |
| • Self-select a type of writing | **Bend 4: Preparing for Publication** | Informal assessments: |
| • Work with a partner or a group focused on the same genre for support and feedback | **Handwriting:**  
Form upper and lower case letters efficiently and proportionately in manuscript print | • Observation  
• Conference notes  
• Daily writing samples |
| • Reinforce habits, processes, and qualities of good writing | **Writing Checklist Writing Progression** | **Writing Pathways: Performance Assessments and Learning Progressions** by Lucy Calkins |
| • Make independent revision decisions | **Create writing that is readable** |  
**Assessment:** |
| • Create writing that is readable | **Publish completed work and celebrate students as authors** | Informal assessments: |
| • Publish completed work and celebrate students as authors | **Use capitals in known proper nouns** | • Observation  
• Conference notes  
• Daily writing samples |
| • Use capitals in known proper nouns | **Utilize uppercase letters in titles** | **Writing Pathways: Performance Assessments and Learning Progressions** by Lucy Calkins |
| • Utilize uppercase letters in titles | |  
**Writing Pathways: Performance Assessments and Learning Progressions** by Lucy Calkins |
Bibliography

*Quotations and citations were not specifically referenced in the curriculum document, but much credit should be given to The Reading and Writing Project and Lucy Calkins, as well as her colleagues at The Reading and Writing Project. Credit should also be given to Irene Fountas and Gay Su Pinnell for their work on the Continuum of Literacy Learning. Our curriculum document would not be possible without the thinking and research of these individuals and organizations.

Units of Study in Opinion, Information, and Narrative Writing Written by Lucy Calkins with Colleagues from The Reading and Writing Project

The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann

Department of Education, New Jersey Guidelines for Kindergarten. Section III High-Quality Kindergarten in Action

The Daily Café by Gail Moser and Jane Boushey Published by Stenhouse Publishers