

# READINGTON PUBLIC SCHOOL DISTRICT

## Kindergarten Literacy Curriculum

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## I. PURPOSE AND OVERVIEW

The Readington School District literacy program provides a balanced instructional approach which includes four main categories: (1) reading, (2) writing, (3) phonics/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

three times per week. 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/confering 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 days' 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 days' work with a teaching share. Many times the point a teacher makes in the share comes from specific student work from that days' 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.<sup>1</sup>

##### 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.<sup>1</sup> (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 Purposes<sup>1</sup>:*

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.
  - Conferring 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 conferring 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

- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
  - Used to evaluate the published piece in a unit of study

## V. SCOPE AND SEQUENCE

See attached tables on subsequent pages.

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

**KINDERGARTEN READING**  
**Readers Workshop ~ Unit 1: We Are Readers**  
**September/October (6 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Set the foundation for a successful year in reading</li> <li>• Differentiate for student needs – from alphabet recognition to guided reading instruction</li> <li>• Balance instruction in reading strategies and skills with an invitation that entices children toward text</li> <li>• Provide opportunities to read independently and with a buddy</li> <li>• Emphasize readers have intentions and purposes for reading, no matter what kind of reading they are doing</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Opportunities to fall in love with reading by listening to engaging texts and participating in shared reading</li> <li>• Develop procedures to read during reading workshop and throughout the day</li> <li>• Build relationships around reading so the classroom becomes a community</li> <li>• Actively engage in group reading activities with purpose and understanding</li> <li>• Participate in small group reading instruction</li> <li>• Readers read for a variety of purposes</li> <li>• Sit and read books alone or with a partner</li> <li>• Go about reading with intention and focus</li> <li>• Understand print and pictures are different but connected</li> <li>• Understand that readers read the print, not the pictures</li> <li>• Understand reading matches the amount of text on a page</li> <li>• Understand that readers turn</li> </ul>	<p>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.</p> <p><b>Bend 1: Launching with Learn-About-the-World Books</b></p> <p><b>Bend 2: Reading Old Favorite Storybooks</b></p> <p><b>Word Study/Phonics:</b></p> <p>Recognizing one’s own name.</p> <p>Phonological Awareness: Rhymes</p> <p>Letter Knowledge: Names, Fonts</p> <p>Concept of Word: Concepts of print; the differences between a letter and a word and an awareness of the concept of a word.</p> <p>Add one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b></p> <p><i>The Beetle Alphabet Book</i> by Jerry Pallotta  <i>The Carrot Seed</i> by Ruth Krauss  <i>Three Billy Goats Gruff</i> by Paul Galdone  <i>Mrs. Wishy Washy</i> by Joy Cowley</p> <p><b>Teacher Resources:</b></p> <p><i>Units of Study for Teaching Reading</i> by Lucy Calkins  Unit 1: We Are Readers</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Words Their Way</i> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</p> <p>Handwriting Without Tears</p> <p><b>Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Concepts of Print</b></li> </ul> <p>Units of Study Online Resource or Visit the Shared Drive for download.  Below benchmark: 1 point:  Slightly below benchmark: 2-4 points  On benchmark: 5 points  Far exceeds benchmark: 6+ points</p> <ul style="list-style-type: none"> <li>• <b>Letter Identification Assessment:</b></li> </ul> <p>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</p>

<p>the pages to read and look at the left page first</p> <ul style="list-style-type: none"> <li>• Understand that reading is important and enjoyable</li> <li>• Understand the importance of rereading as a behavior of good readers</li> <li>• Connect to texts through personal experiences and background knowledge</li> <li>• Gain knowledge about conventions of print</li> <li>• Gain knowledge about using the three cueing systems (semantic, syntactic, and graphophonemic) when reading</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Letter/Sound Assessment</b> 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</li> <li>• <b>Word List</b> 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</li> <li>• <b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b> On Benchmark: (Level aa or A) Exceeds Expectations: (Level B) Far Exceeds Expectations: (Level C or above)</li> </ul>
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**Readers Workshop Unit 2 ~ Emergent Reading: Looking Closely at Familiar Texts  
October/November (4 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>Foster an appreciation and understanding of rich storybook language</li> <li>Support students' emergent literacy skills, concepts about print, and early reading behaviors</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Notice how a story unfolds</li> <li>Utilize literary language and expression to think deeply about a text, story elements and characters</li> <li>Reread high-interest, engaging stories</li> <li>Build stamina to read alone and with a partner</li> <li>Begin to have conversations about familiar books with reading partners</li> <li>Participate in a small group guided reading group at a level that matches individual literacy development</li> <li>Extend students' ability to approximate read</li> <li>Independently read books that have been read to students several times</li> <li>Relate story topics to one's own experience</li> <li>Use pictures and language to interpret and elaborate on a story</li> <li>Increase receptive language skills, vocabulary inventory, concept knowledge, and understanding of language structures in books</li> <li>Practice, apply, and rehearse language and literacy concepts.</li> <li>Read left to right and then go back to the left to start a new line.</li> <li>Understand difference between a word and a letter</li> <li>Understand there are uppercase and lowercase letters</li> </ul>	<p>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.</p> <p><b>Bend I: Readers Reread and Look Closely at Books They Know Well to Make Their Reading Sound Like a Story</b></p> <p><b>Bend II: Readers Reread and Write Words to Look Closely and Notice More in the Story</b></p> <p><b>Bend III: Readers Invent Fun Things to Do with Books They Know Really Well and Have Studied Closely</b></p> <p><b>Word Study/Phonics:</b></p> <p><b>Names of things</b> (vocabulary development, classification)</p> <p><b>Phonological Awareness:</b> Syllables, Rhymes (listening for language patterns and words that rhyme)</p> <p><b>Concept of Word:</b> Concepts of print; the differences between a letter and a word and an awareness of the concept of a word.</p> <p><b>Letter Knowledge:</b> Distinguishing Letters in Print and Letter Names</p> <p>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b></p> <p><i>The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear</i> by Don and Audrey Wood  <i>Caps for Sale</i> by Esphyr Slobodkina  <i>The Carrot Seed</i> by Ruth Krauss  <i>Three Billy Goats Gruff</i> by Paul Galdone  <i>Mrs. Wishy Washy</i> by Joy Cowley  <i>Dan the Flying Man</i> by Joy Cowley</p> <p><b>Teacher Resources:</b></p> <p><i>Units of Study for Teaching Reading</i> by Lucy Calkins          If...Then...Curriculum</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i>          Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Words Their Way</i> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</p> <p>Handwriting Without Tears</p> <p><b>Assessment(s):</b></p> <ul style="list-style-type: none"> <li><b>Concepts About Print (CAP) assessment</b>              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</li> <li><b>Letter Identification Assessment:</b>              Units of Study Online Resource or              Download from Shared Drive</li> </ul>

		<p>Below benchmark: 9 letters identified or less  Slightly below benchmark: 10-11 letters  On benchmark: 15 letters  Far exceeds benchmark: 20+ letters</p> <ul style="list-style-type: none"> <li>• <b>Letter/Sound Identification assessment</b>  Units of Study Online Resource  Download from Shared Drive  Below benchmark: 2 letter sound  Slightly below benchmark: 4 letter sounds  On benchmark: 6-7 letter sounds  Far exceeds benchmark: 10+ letter sounds</li> <li>• <b>Emergent Storybook Reading scale</b>  Units of Study Online Resource</li> <li>• <b>Fountas and Pinnell Beginning of the Year Assessment</b>  <b>Expectations:</b>  On Benchmark: (Level aa or A)  Exceeds Expectations: (Level B)  Far Exceeds Expectations: (Level C or above)</li> </ul>
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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**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>Strategies are applied to read with greater skill</li> <li>Students will draw on multiple sources of information – meaning, syntax, and letter sounds when reading</li> <li>Develop concept of one-to-matching</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Begin to read unfamiliar text</li> <li>Match one-to-one with crisp pointing under words that are being read</li> <li>Utilize snap words to anchor reading</li> <li>Demonstrate persistence when reading difficult words</li> <li>Check the picture to help figure out what the words say</li> <li>Recognize high-frequency words from page to page and book to book</li> <li>Read privately or in partnerships</li> <li>Use the pictures to story-tell</li> <li>Retell a familiar book</li> <li>Point to and read familiar words</li> <li>Read with expression</li> <li>Utilize punctuation to assist in reading and expression</li> <li>Understand words are groups of letters with a space on either side</li> <li>Select at least ten books at their independent level (approximately A-E) to hold for the week in order to read with high volume</li> </ul>	<p>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.</p> <p><b>Bend 1: Using Superpowers to Look and Point, and Then Read Everything</b></p> <p><b>Bend 2: Taking on Even the Hardest Words</b></p> <p><b>Bend 3: Bring Books to Life</b></p> <p><b>Word Study/Phonics:</b></p> <p><b>Phonological Awareness:</b> Hearing beginning and ending sounds</p> <p><b>High Frequency Words:</b></p> <p>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p> <p><b>Letter Knowledge:</b> Forming Letters and Letter Names</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b>  <i>Brown Bear, Brown Bear</i> by E. Carle  <i>In the Garden</i> by Annette Smith, Jenny Giles, and Beverly Randell  <i>Its Super Mouse!</i> by Phyllis Root  <i>So Much!</i> by Trish Cooke</p> <p><b>Teacher Resources:</b>  <i>Units of Study for Teaching Reading</i> by Lucy Calkins            Unit 2: Super Powers: Reading with Print Strategies and Sight Word Power</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i>            Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Words Their Way</i> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</p> <p>Handwriting Without Tears</p> <p><b>Assessment(s):</b></p> <ul style="list-style-type: none"> <li><b>• Concepts of Print:</b>                Units of Study Online Resource or Visit the 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</li> <li><b>• Letter Identification Assessment:</b>                Units of Study Online Resource or Download from Shared Drive                Below benchmark: 11 letters identified or less                Slightly below benchmark: 12-17 letters                On benchmark: 18-29 letters                Far exceeds benchmark: 30+ letters</li> </ul>

		<p><b>•Letter Sound Assessment</b></p> <p>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</p> <p><b>•High Frequency Word List</b></p> <p>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</p> <p><b>•Fountas and Pinnell  Beginning of the Year  Assessment Expectations:</b></p> <p>On Benchmark: (A or B)  Exceeds Expectations: (Level C)  Far Exceeds Expectations: (Level D or above)</p>
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**Readers Workshop Unit 4 ~ Bigger Books, Bigger Reading Muscles**  
**January/February (5 weeks)**  
**Second Marking Period**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Move away from rereading mostly familiar texts to reading more difficult books with greater independence</li> <li>• Utilize the initial consonant or consonant cluster along with meaning and syntax to read the correct word</li> <li>• Continue to apply reading behaviors learned from previous units</li> <li>• Read texts with longer more complex patterns</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• One-to-one matching</li> <li>• Match the number of words spoken to the number of words on the page</li> <li>• Identify letter sounds for vowels and consonants</li> <li>• Attend to the initial letter, beginning consonant clusters, and the ending of unknown words while reading</li> <li>• Recognize and read high-frequency words</li> <li>• Use patterns to decode unfamiliar words</li> <li>• Integrate sources of information</li> <li>• Read with prosody and expression</li> <li>• Monitor for meaning and structure</li> <li>• Display developed concept of print</li> <li>• Move from left to right when reading multiple lines of print</li> <li>• Read books alone or with a partner</li> <li>• Make predictions while reading</li> <li>• Select at least ten books at their independent level (approximately aa-C) to hold for the week in order to read with high volume.</li> </ul>	<p>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.</p> <p><b>Bend 1: Tackling More Challenging Books</b></p> <p><b>Bend 2: Zooming in on Letters and Sounds</b></p> <p><b>Bend 3: Graduation: Becoming Stronger Readers</b></p> <p><b>Word Study/Phonics:</b></p> <p>At this point in the year many students are ready to work with short vowel spelling patterns such as <i>-at, an, -in, -it, -op, -ot</i> and <i>-an</i>. Small groups might be formed for word study based on the needs of students.</p> <p><b>Phonological Awareness:</b> Hearing beginning sounds, middle, and ending sounds</p> <p><b>High Frequency Words:</b></p> <p>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p> <p><b>Letter Knowledge:</b> Letter Formation</p> <p><b>Letter/Sound Relationships:</b> Beginning Sounds</p> <p><b>Simple CVC pattern (e.g., -at)</b></p> <p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b></p> <p><i>Picnic</i> by Phyllis Root  <i>Pizza</i> by Phyllis Root  <i>We Will Go</i> by Zoe Ryder White  <i>Can You See the Eggs</i> by Jenny Giles  <i>Hide and Seek</i> by Lila  <i>Kitty Cat and Fat Cat</i> Rigby  <i>Oh, the Places You'll Go!</i> By Dr. Seuss  <i>Wake Up, Dad</i> by Beverly Randell  <i>Dragonflies</i> by Margaret Hall  <i>My Bug Box</i> by Pat Blanchard and Joanne Suhr</p> <p><b>Teacher Resources:</b>  <i>Units of Study for Teaching Reading</i> by Lucy Calkins  Unit 3: Bigger Books, Bigger Reading Muscles</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i>  Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Words Their Way</i> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</p> <p>Handwriting Without Tears</p> <p><b>Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Concepts of Print</b> 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</li> <li>• <b>Letter Identification Assessment:</b></li> </ul>

		<p>Units of Study Online Resource or Download from Shared Drive  Below benchmark: 17 letters identified or less  Slightly below benchmark: 18-29 letters  On benchmark: 30-41 letters  Far exceeds benchmark: 42+ letters</p> <ul style="list-style-type: none"> <li>• <b>Letter Sound Assessment</b></li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• <b>High Frequency Word List</b></li> </ul> <p>Visit the Shared Drive for Download  Below benchmark: 5 or below  Slightly below benchmark: 6-11 word  On benchmark: 12-17 words  Far exceeds benchmark: 18+ words</p> <ul style="list-style-type: none"> <li>• <b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b></li> </ul> <p>On Benchmark: (Level B)  Exceeds Expectations: (Level C)  Far Exceeds Expectations: (Level D or above)</p>
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**Readers Workshop Unit 5 ~ Growing Expertise in Little Books: Reading for Information**  
**February/March (4 weeks)**  
**Second/Third Marking Period**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Move from simple books to increasingly complex informational books with less picture support, more lines of text, and new vocabulary</li> <li>• Compare and contrast texts</li> <li>• Read closely, looking for information, new ideas, and vocabulary on each page</li> <li>• Students talk about their reading as they build on other's ideas, articulate their own ideas, and confirm they have been understood</li> <li>• Extend strategies and information from one topic and one part of the day to another</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Think and speak in ways that help make sense of experiences, using particular words to talk about specific activities or places</li> <li>• Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</li> <li>• Carry on and continue a conversation through multiple exchanges</li> <li>• Share with a long-term reading partner newly acquired facts or words by turning and opening to specific pages</li> <li>• Strengthen technical vocabularies</li> <li>• Articulate own ideas</li> <li>• Use the back cover and front cover of the book and what one already knows about a topic to help read each page</li> <li>• Confirm initial thinking about a topic or book as one moves from page to page</li> <li>• Identify, with support, the</li> </ul>	<p>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.</p> <p><b>Bend 1: Readers Become Experts on Topics by Reading Books, Asking Questions, and Talking with Others</b></p> <p><b>Bend 2: Readers Learn about Words inside Their Books, Too!</b></p> <p><b>Bend 3: Readers Can Think about What's the Same and What's Different in – and across – Books</b></p> <p><b>Word Study/Phonics:</b></p> <p><b>Phonological Awareness:</b>  Blending syllables  Hearing Beginning, Middle, and Ending Sounds</p> <p><b>High Frequency Words:</b> 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).</p> <p>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p> <p><b>Letter Knowledge:</b>  Letter formation</p> <p><b>Letter/Sound Relationships:</b>  Beginning Sounds and Ending Sounds</p> <p><b>Simple CVC Pattern</b> (e.g., <i>-at</i>)</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b></p> <p><i>Who Works at the Zoo?</i> By Sarah Russell  <i>Zoo Looking</i> by Mem Fox</p> <p><b>Teacher Resources:</b></p> <p><i>Units of Study for Teaching Reading</i> by Lucy Calkins  Growing Expertise in Little Books: Reading for Information  If...Then...Curriculum</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i>  Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Words Their Way</i> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</p> <p>Handwriting Without Tears</p> <p><b>Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Concepts of Print</b>  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</li> <li>• <b>Letter Identification Assessment:</b>  Units of Study Online Resource or Download from Shared Drive  Below benchmark: 29 letters identified or less  Slightly below benchmark: 30-41</li> </ul>

<p>main idea of the book and retell key details of the text</p> <ul style="list-style-type: none"> <li>• Look closely at the visuals in a book and take a guess at what an unknown word means</li> <li>• Pointing out and labeling parts</li> <li>• Read the words and use the pictures to add to understanding of topics</li> <li>• Match one-to-one with crisp pointing under words that are being read</li> <li>• Recognize sight words from page to page and book to book</li> <li>• Hold onto patterns in the texts and use these as a support when reading</li> <li>• Raise questions about text content</li> <li>• Study pictures and photographs for information about the topic of the book</li> <li>• Identify domain specific language in text</li> <li>• Select at least ten books at their independent level (approximately A-E) to hold for the week in order to read with high volume</li> </ul>		<p>letters On benchmark: 42-59 letters Far exceeds benchmark: N/A</p> <ul style="list-style-type: none"> <li>• <b>Letter Sound Assessment</b> 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</li> <li>• <b>High Frequency Word List</b> Units of Study Online Resource or visit the Shared Drive for Download Below benchmark: 8 or below Slightly below benchmark: 9-16 words On benchmark: 17-24 words Far exceeds benchmark: 25+ words</li> <li>• <b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b> On Benchmark: (Level B) Exceeds Expectations: (Level C) Far Exceeds Expectations: (Level D or above)</li> </ul>
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**Readers Workshop Unit 6 ~ Becoming Avid Readers**  
**March/April (6 weeks)**  
**Third/Fourth Marking Period**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop student interest and enthusiasm for reading</li> <li>• Learning from previous units becomes internalized and automatic</li> <li>• Identify areas of need for re-teaching to ensure a smooth transfer of skills</li> <li>• Read with increased engagement and independence</li> <li>• Immerse students in reading through storybooks, information books, poetry, and songs</li> <li>• Demonstrate how successful readers react and problem solve when reading</li> <li>• Create opportunities for students to socialize around books through partner reading and clubs</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Important, authentic, high-level reading work</li> <li>• Sophisticated inferring</li> <li>• Identify common characters, settings, and the major points in a story</li> <li>• Move up the levels of text difficulty by using reading strategies</li> <li>• Determine characters' moods by focusing on the illustrations and photographs while paying close attention to characters' facial expressions, body language and gestures</li> <li>• Develop fluency and intonation</li> <li>• Match one-to-one with crisp pointing under words that are being read</li> <li>• Check the picture to help figure out what the words say</li> <li>• Recognize sight words from page to page and book to</li> </ul>	<p>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.</p> <p><b>Bend 1: Becoming an Avid Reader</b></p> <p><b>Bend 2: Learning from All-About Books</b></p> <p><b>Bend 3: Falling in Love with Poetry</b></p> <p><b>Word Study/Phonics:</b></p> <p>Introduce simple spelling patterns (-at, -an, -in, -it, -op, -ot) to support students who are reading or getting ready to read levels C/D/E.</p> <p>Phonemic awareness activities; blend and segment onsets and rimes of single-syllable words.</p> <p>Sort words that have the same spelling patterns.</p> <p>Manipulate letters to make new words.</p> <p><b>Phonological Awareness:</b></p> <p>Blending syllables</p> <p>Hearing Beginning, Middle, and Ending Sounds</p> <p><b>High Frequency Words:</b></p> <p>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p> <p><b>Letter Knowledge:</b></p> <p>Letter Formation</p> <p><b>Letter/Sound Relationships</b></p> <p>Beginning and ending sounds</p> <p><b>Simple CVC patterns</b></p> <p>(-an, and -ay)</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b></p> <p><i>The Carrot Seed</i> by Ruth Krauss</p> <p><i>Not Norman: A Goldfish Story</i> by Kelly Bennett</p> <p><i>Honey Bees</i> by Martha Rustad</p> <p><i>Dragon Flies</i> by Margaret Hall</p> <p><i>Click Beetle</i> by Marjorie Martinelli</p> <p><i>Gossie</i> by Olivier Dunrea</p> <p><b>Teacher Resources:</b></p> <p><i>Units of Study for Teaching Reading</i> by Lucy Calkins</p> <p>Unit 4: Becoming Avid Readers</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></p> <p>Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Words Their Way</i> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</p> <p>Handwriting Without Tears</p> <p><b>Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Concepts of Print:</b></li> </ul> <p>Units of Study Online Resource or Visit the Shared Drive for download.</p> <p>Below benchmark: 10 points or less</p> <p>Slightly below benchmark: 11 points</p> <p>On benchmark: 13 points</p> <p>Far exceeds benchmark: N/A</p> <ul style="list-style-type: none"> <li>• <b>Letter Identification Assessment:</b></li> </ul> <p>Units of Study Online Resource</p>

<p>book</p> <ul style="list-style-type: none"> <li>• Hold onto patterns in texts and use these as a support when reading</li> <li>• Build reading stamina and comprehension</li> <li>• Create mental images during reading</li> <li>• Hold collaborative conversations during partner and club time</li> <li>• Read poetry with proper phrasing and fluency</li> <li>• Select at least ten books at their independent level (approximately A-E) to hold for the week in order to read with high volume</li> </ul>		<p>or Download from Shared Drive</p> <p>Below benchmark: 34 letters identified or less Slightly below benchmark: 35-40 letters On benchmark: 49 letters Far exceeds benchmark: N/A</p> <p>On benchmark: 54 letters Far exceeds benchmark: N/A</p> <ul style="list-style-type: none"> <li>• <b>Letter Sound Assessment:</b> 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</li> <li>• <b>High Frequency Word List:</b> 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</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• <b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b> On Benchmark: (Level C) Exceeds Expectations: (Level D-E) Far Exceeds Expectations: (Level F or above)</li> </ul>
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**Readers Workshop Unit 7 ~ Readers Are Resourceful: Tackling Hard Words and Tricky Parts**  
**May/June (6 weeks)**  
**Fourth Marking Period**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>Readers will be resourceful and utilize foundational reading skills to problem solve when encountering unfamiliar words in text</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Match one-to-one with crisp pointing under words that are being read</li> <li>Check the picture to help figure out what the words say</li> <li>Extend word-solving strategies to include more use of meaning cues and syntax/structure cues</li> <li>Implement more than one strategy when decoding unfamiliar words if initially unsuccessful</li> <li>Recognize sight words from page to page and book to book</li> <li>Reread for multiple purposes</li> <li>Hold onto patterns in their texts and use these as a support when they read</li> <li>Select at least ten books at their independent level (approximately A-E) to hold for the week in order to read with high volume.</li> </ul>	<p>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.</p> <p><b>Bend 1: Think About the Story and How the Books Sounds to Figure Out Words</b></p> <p><b>Bend 2: Readers Are Flexible Problem Solvers</b></p> <p><b>Bend 3: Readers Make Their Reading Sound Great</b></p> <p><b>Word Study/Phonics:</b> During this unit shared reading plays an integral part in bridging word study and readers workshop.</p> <p><b>Phonological Awareness:</b> Blending onset and rimes during phonemic awareness work. Hearing/Substituting sounds Hearing Sounds in Sequence Hearing Middle Sounds Syllables</p> <p><b>High Frequency Words:</b> Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p> <p><b>Letter Knowledge:</b> Uppercase and Lowercase letter formation</p> <p><b>Letter/Sound Relationships</b> Beginning and Ending Sounds</p> <p><b>Simple Spelling CVC patterns</b> Short vowels Consonant blends and digraphs</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b> <i>The Pond</i> by Janice Boland <i>Piggy and Dad Play, Lemonade for Sale, Play Ball!, and Water Balloons</i> from Brand New Readers Series</p> <p><b>Teacher Resources:</b> Units of Study for Teaching Reading by Lucy Calkins Readers Are Resourceful: Tackling Hard Words and Tricky Parts If...Then...Curriculum</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Daily Café</i> by Gail Boushey and Joan Moser</p> <p><i>Words Their Way</i> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</p> <p>Handwriting Without Tears</p> <p><b>Assessment(s):</b></p> <ul style="list-style-type: none"> <li><b>Concepts of Print</b> 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</li> <li><b>Letter Identification Assessment:</b> Download from Shared Drive Below benchmark: 39 letters identified or less Slightly below benchmark: 40-53</li> </ul>

		<p>letters  On benchmark: 54 letters  Far exceeds benchmark: N/A</p> <ul style="list-style-type: none"> <li>• <b>Letter Sound Assessment</b>  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</li> <li>• <b>High Frequency Word List</b>  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</li> <li>• <b>Fountas and Pinnell Beginning of the Year Assessment Expectations:</b>  On Benchmark: (Level C)  Exceeds Expectations: (Level D-E)  Far Exceeds Expectations: (Level F or above)</li> </ul>
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**KINDERGARTEN WRITING**  
**Writers Workshop Unit 1 ~ Launching the Writing Workshop**  
**September/October (5-6 weeks)**  
**First Marking Period**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Use drawings, written words, and oral commentary to capture meaning.</li> <li>• Participate in shared, interactive, and modeled writing</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• View themselves as writers as well as listen to others</li> <li>• Build a community of writers</li> <li>• Offer and accept feedback to and from their peers</li> <li>• Pay attention and share details of their own lives through various means</li> <li>• 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</li> <li>• Understand writers use pictures and/ or words to communicate with one another and to express ideas</li> </ul>	<p>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.</p> <p><b>Bend 1: We Are All Writers</b></p> <p><b>Bend 2: Writing Teaching Books</b></p> <p><b>Bend 3: Writing Stories</b></p> <p><b>Bend 4: Preparing for Publication</b></p> <p><b>Handwriting:</b>          Use a preferred hand consistently for writing          Write letters in groups to form words</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b>  <i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr.  <i>A Bedtime Story</i> by Mem Fox  <i>Three Billy Goats Gruff</i> a Norwegian Folk Tale  <i>The Crayon Box That Talked</i> by Shane Derolf  <i>When I Was Five</i> by Arthur Howard  <i>Mud</i> by Mary Lyn Ray  <i>Beach</i> by Elisha Cooper  <i>Birds</i>, by Kevin Henkes  <i>Call Me Gorgeous!</i> By Giles Milton and Alexandra Milton  <i>A Couple of Boys Have the Best Week Ever!</i> By Marla Frazee  <i>Hoptoad</i> by Jane Yolen  <i>I'm Bad!</i> By Kate McMullen  <i>Let's Play Basketball</i> by Charles R. Smith  <i>A Boy, A Dog, and A Frog</i> by Mercer Mayer  <i>Pancakes for Breakfast</i>, by Tomie DePaolo  <i>Kitten's First Full Moon</i> by Kevin Henkes  <i>Rain</i>, by Manya Stojic  <i>39 Uses for a Friend</i> by Harriet Ziefert  <i>The Zoo</i> by Suzy Lee  <i>The Boss Baby</i> by M. Frazee  <i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang  <i>Ice Cream</i> by Elisha Cooper  <i>Birdsongs</i> by Betsy Franco and Steve Jenkins  <i>Long Night Moon</i> by Cynthia Rylant  <i>I Stink!</i> By Kate and Jim McMullan  <i>Big Alaska: Journey Across America's Most Amazing State</i> by Debbie S. Miller</p> <p><b>Teacher Resources:</b>  <a href="http://readingandwritingproject.com/">http://readingandwritingproject.com/</a>  <i>Units of Study for Narrative, Information, and Opinion Writing</i> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann          Unit 1: Launching the Writing Workshop</p> <p><u>One to One- The Art of Conferring with Young Writers</u> - Calkins, Hartman, White</p>

		<p><u>6+1 Traits of Writing</u> Pg. 29 - Making Process Learning Concrete (Play dough lesson)</p> <p><u>The Continuum of Literacy Learning</u> <u>Grades PreK-8 A Guide to Teaching</u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>Handwriting Without Tears</p> <p><b>Assessment:</b></p> <p><u>Writing Pathways: Performance Assessments and Learning Progressions</u> by Lucy Calkins</p> <p>Narrative Writing Checklist Writing Progressions</p> <p><i>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.</i></p>
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**Writers Workshop Unit 2 ~ Looking Closely: Observing, Labeling, and Listing Like Scientists**  
**October/November (4 weeks)**  
**First Marking Period**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Develop foundational skills to move from emergent to conventional reading and writing</li> <li>• Transfer and apply knowledge of letters and sound to labeling and listing observations</li> <li>• Study the work of mentor authors</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Write labels and sentences</li> <li>• Increase writing stamina</li> <li>• Create books that mirror work of mentor authors</li> <li>• Write list books, pattern books and books with simple sentences that will likely revolve around high-frequency words</li> <li>• Revise to elaborate and extend thinking</li> <li>• Apply strategies for reading and writing non-fiction text</li> <li>• Stretch out words when writing, listening not only to first sounds, but to every sound after that</li> <li>• Use a combination of drawing, dictating, and writing to compose informative/explanatory texts</li> <li>• Stay focused on a single topic</li> </ul>	<p>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.</p> <p><b>Bend 1- Living Like Writers, Living Like Scientists</b></p> <p><b>Bend 2- Making Books Just Like the Ones We Read: Studying Mentor Texts and Making Reading/Writing Connections</b></p> <p><b>Bend 3- Writing More: Adding Details and Information and Writing Phrases or Sentences</b></p> <p><b>Bend 4- Becoming Researchers: Scientists, Make Connections, Predict, Have Ideas, and Compare and Contrast</b></p> <p><b>Handwriting:</b>  Write letters in groups to form words  Leave appropriate space between words  Hold pencil with an appropriate grip</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b>  Teacher selected materials</p> <p><b>Teacher Resources:</b>  <u><i>Units of Study for Narrative, Information, and Opinion Writing</i></u> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann  Observing, Labeling, and Listing Like Scientists (Informational Writing)  If...Then...Curriculum</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>Handwriting Without Tears</p> <p><b>Assessment:</b></p> <p>Publication/Celebration by: End of Unit  Students will write a non-fiction piece. Informal assessments:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Conference notes</li> <li>• Daily writing samples</li> </ul> <p>Writing Checklist  Writing Progressions</p> <p><u><i>Writing Pathways: Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</p>

**Writers Workshop Unit 3 ~ Writing For Readers**  
**November/ December (6 weeks)**  
**Second Marking Period**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Writers can share their personal experiences</li> <li>• Utilize strategies for making clearer, richer stories, to strengthen conventions and mechanics of their writing</li> <li>• 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</li> <li>• Students will reread the books they write applying their concepts about print knowledge</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Writers tell and write stories in sequential order</li> <li>• Writers understand that every experience can be turned into a piece of writing</li> <li>• Utilize personal and class word walls, alphabet charts, classmates name list, and vowel charts to assist in writing</li> </ul>	<p>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.</p> <p><b>Bend 1- Writing Stories that People Can Really Read</b></p> <p><b>Bend 2- Tools Give Writers Extra Power</b></p> <p><b>Bend 3- Partnering for Revision: Making Stories More Fun to Read</b></p> <p><b>Bend 4- Preparing for Publication</b></p> <p><b>Handwriting:</b>  Write letters in groups to form words  Hold pencil with an appropriate grip  Leave appropriate space between words  Write left to right in lines  Form upper and lower case letters efficiently and proportionately in manuscript print</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b>  <i>Owl Moon</i>, by Jane Yolen  <i>A Chair for My Mother</i>, by Vera Williams  <i>Koala Lou</i>, by Mem Fox  <i>The Boss Baby</i> by M. Frazee  <i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang</p> <p><b>Teacher Resources:</b>  <i>Units of Study for Narrative, Information, and Opinion Writing</i> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann Unit 2: Writing For Readers (Narrative)</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>Handwriting Without Tears</p> <p><b>Assessment:</b></p> <p>Publication/Celebration by: End of Unit  Students will write a narrative piece. Bringing true stories to life.</p> <p>Informal assessments:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Conference notes</li> <li>• Daily writing samples</li> </ul> <p>Writing Checklist for Narrative Writing  Writing Progressions</p> <p><i>Writing Pathways: Performance Assessments and Learning Progressions</i> by Lucy Calkins</p>

**Writers Workshop Unit 4 ~ How-To Books: Writing to Teach Others**  
**January (5 weeks)**  
**Second Marking Period**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Utilize writing to teach people how to do something.</li> <li>• Write with explicitness, clarity, sequence, and anticipation for what readers will need, and want, to know</li> <li>• Label drawings and diagrams, use beginnings and ending sounds in each label and attempt to reread the labels and use one-to-one match when reading.</li> <li>• Practice conventions of writing</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Write at least three or more pages to make a booklet</li> <li>• Stating an opinion and writing likes and dislikes and why.</li> <li>• <i>Some writers might</i> write sentences alongside each step in each of their procedural books</li> <li>• <i>Some writers might</i> add little bits of advice and tips to each step in the procedural writing</li> <li>• <i>Some writers might</i> write procedural books like pattern books standing on the shoulders of the previous unit</li> <li>• Read own writing</li> <li>• Record many sounds for a word</li> <li>• Rely on sight words when possible</li> <li>• Revise one or two books extensively</li> <li>• Spell simple words phonetically</li> </ul>	<p>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.</p> <p><b>Bend 1 Writing How-To Books, Step by Step</b></p> <p><b>Bend 2: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones</b></p> <p><b>Bend 3: Keeping Readers in Mind</b></p> <p><b>Bend 4: Giving How-To Books as Gifts</b></p> <p><b>Handwriting:</b>            Leave appropriate space between words            Write left to right in lines            Form upper and lower case letters efficiently and proportionately in manuscript print</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b>  <u><i>My First Soccer Game</i></u> and <u><i>My First Ballet Class</i></u> by Alyssa Capucilli            And other procedural writing books-cookbooks, instructions for new toys &amp; games, craft projects to make</p> <p><b>Teacher Resources:</b>  <u><i>Units of Study for Narrative, Information, and Opinion Writing</i></u> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann            Unit 3: How-to Books: Writing to Teach Others (information)</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>Handwriting Without Tears</p> <p><b>Assessment:</b>            Writing Checklist            Writing Progression</p> <p>Common Assessment in Non-Fiction Writing Scored with Teachers College Information Rubric</p> <p><u><i>Writing Pathways: Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</p>

**Writers Workshop Unit 5 ~ Persuasive Writing of All Kinds: Using Words to Make a Change**  
**February/March (4 weeks)**  
**Second/Third Marking Period**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Utilize writing to address problems within the local neighborhood and concerns which address more distant audiences</li> <li>• Make words and pictures express what a student intends</li> <li>• Apply strategies for convincing an audience</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Write for a specific audience</li> <li>• Write for a real purpose</li> <li>• Write informative/ explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure</li> <li>• Write signs, songs, petitions, and/or letters</li> <li>• Add facts and information to writing to make it more persuasive</li> <li>• Embed how-to texts in persuasive letters when appropriate</li> <li>• Work with a partner to plan a presentation of their own writing</li> </ul>	<p>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.</p> <p><b>Bend 1: Exploring Opinion Writing: Making our School a Better Place</b></p> <p><b>Bend 2: Sending Our Words Out into the World: Writing Letters to Make a Change</b></p> <p><b>Bend 3: Persuasive Writing Projects</b></p> <p><b>Handwriting:</b> Form upper and lower case letters efficiently and proportionately in manuscript print</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b> <i>Click, Clack, Moo: Cow that Type</i> by Doreen Cronin</p> <p><b>Teacher Resources:</b></p> <p><i>Units of Study for Narrative, Information, and Opinion Writing</i> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann Unit 4: Persuasive Writing of All Kinds: Using words to Make a Change (Opinion)</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>Handwriting Without Tears</p> <p><b>Assessment:</b></p> <p>Common Assessment in Information Writing Scored with Teachers College Opinion Rubric</p> <p>Writing Checklist for information Writing Progression</p> <p>Informal assessments:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Conference notes</li> <li>• Daily writing samples</li> </ul> <p>Persuasive Writing Prompt Available on page viii of Calkins Unit 4</p> <p><i>Writing Pathways: Performance Assessments and Learning Progressions</i> by Lucy Calkins</p>

**Writers Workshop Unit 6 ~ Writing All-About Books**  
**March/April (6 weeks)**  
**Third/Fourth Marking Period**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Develop areas of expertise</li> <li>• Participate in research and writing about a self-selected topic</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Utilize drawing, dictating, and writing to compose texts about a familiar topic</li> <li>• Write in an organized fashion with one topic in mind</li> <li>• Elaborate on writing by adding examples, and including additional information, and considering the readers' questions</li> <li>• Apply revision strategies</li> <li>• Capitalize the pronoun I</li> <li>• Write letters for most consonant and short vowel sounds</li> <li>• Spell simple words phonetically</li> <li>• Utilize personal writing to teach others through an oral presentation</li> </ul>	<p>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.</p> <p><b>Bend 1: Writing All-About Books on Topics We Love</b></p> <p><b>Bend 2: Revise by Elaborating – Then Begin Writing Longer Books Right from the Start</b></p> <p><b>Bend 3: Revising to Add Text Features – Then Writing More Developed Books from the Start</b></p> <p><b>Bend 4: One Final Grand Revision to Prepare for a Publishing party</b></p> <p><b>Handwriting:</b> Form upper and lower case letters efficiently and proportionately in manuscript print</p>	<p><b>Mentor Text:</b> <i>Trucks!, Planes, or Trains</i> National Geographic Readers Series <i>My First Soccer Game</i> by Alyssa Capucilli</p> <p><b>Teacher Resources:</b> <i>Units of Study for Narrative, Information, and Opinion Writing</i> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann Writing All-About Books (If...Then...Curriculum)</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>Handwriting Without Tears</p> <p><b>Assessment(s)</b> Publication/Celebration by: End of Unit Informal assessments: - observation - conference notes Daily writing samples</p> <p>Writing Checklist Writing Progression</p>

**Writers Workshop Unit 7 ~ I am a Writer! Celebrating My Success**  
**May/June (6 weeks)**  
**Fourth Marking Period**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Understand writing has a purpose</li> <li>• Gain awareness of how each genre is a tool for a different purpose</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Self-select a type of writing</li> <li>• Work with a partner or a group focused on the same genre for support and feedback</li> <li>• Reinforce habits, processes, and qualities of good writing</li> <li>• Make independent revision decisions</li> <li>• Create writing that is readable</li> <li>• Publish completed work and celebrate students as authors</li> <li>• Use capitals in known proper nouns</li> <li>• Utilize uppercase letters in titles</li> </ul>	<p>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.</p> <p><b>Bend 1: Getting Started with Writing Projects in a Range of Genres</b></p> <p><b>Bend 2: Lifting the Quality of Writing</b></p> <p><b>Bend 3: Using Mentor Texts as Our Personal Writing Teachers</b></p> <p><b>Bend 4: Preparing for Publication</b></p> <p><b>Handwriting:</b> Form upper and lower case letters efficiently and proportionately in manuscript print</p>	<p><b>Mentor Texts (Instructional Read Aloud):</b> Teacher selected Materials</p> <p><b>Teacher Resources:</b> <i>Units of Study for Narrative, Information, and Opinion Writing</i> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann With a Little Help from My Friends: Independent Writing Projects across the Genres (If...Then...Curriculum)</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p>Handwriting Without Tears</p> <p><b>Assessment:</b></p> <p>Informal assessments:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Conference notes</li> <li>• Daily writing samples</li> </ul> <p>Writing Checklist Writing Progression</p> <p><i>Writing Pathways: Performance Assessments and Learning Progressions</i> by Lucy Calkins</p>

## 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