

READINGTON PUBLIC SCHOOL DISTRICT
Kindergarten English Language Arts 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. 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 writer's 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 (no longer than 15), independent and partner reading time with guided reading, a mid-workshop teaching point, and finally a teaching share.

In order for Readers Workshop to be successful teachers should:

- o Establish strong, consistent schedules and learning routines that teach children how to manage their time and activities.
- o Form small guided reading groupings based on observation/performance-based assessment of children's individual literacy behaviors and running record assessments.
- o In late fall (depending on children's literacy behaviors and assessments), gradually begin guided reading.
- o Individualize reading instruction with each small group of two or three children with similar instructional needs.
- o Use beginning leveled books with simple text and natural language for each small group of children.
- o Maintain an atmosphere that is interactive, lively, and non-competitive to build children's confidence as language and literacy learners.
- o Use observation/performance-based assessments to guide how often each group should meet.
- o 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.
- o Avoid rote worksheet activities.
- o Draw all children into some guided reading by mid-year.

Writing Workshop: (Approximately 45 minutes daily)

Like reading workshop, the writing workshop is comprised of 4 parts; (1) the mini-lesson (no longer than 15), (2) independent writing time and conferring, (3) mid-workshop teaching point, and (4) share and partnerships. Writer's 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 writer's 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 writer's 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 writer's workshop teachers should:

- o 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).
- o 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.
- o Systematically collect and analyze children's work to inform instruction.
- o Conference with some children every day to support and scaffold their writing.

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:

- o Listening and Speaking- Listening and understanding (listening with attention and remembering details), social interaction (social conventions that make conversations work), extended discussions (Sustain a thread of discussion and respond to others), and content (substantive ideas, be able to explain and describe their thinking).
- o 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.

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.
 - o 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

Kindergarten Reading Standards for Reading Literature:

Key Ideas and Details
 Craft and Structure
 Integration of Knowledge and Ideas
 Range of Reading and Level of Text Complexity

Kindergarten Reading Standards for Reading Informational Text:

Key Ideas and Details
 Craft and Structure
 Integration of Knowledge and Ideas
 Range of Reading and Level of Text Complexity

Kindergarten Reading Foundational Standards:

Print Concepts
 Phonological Awareness
 Phonics and Word Recognition
 Fluency

Kindergarten Writing Standards:

Text Types and Purposes
 Production and Distribution of Writing
 Research to Build and Present Knowledge

Kindergarten Speaking and Listening Standards:

Comprehension and Collaboration
 Presentation of Knowledge and Ideas

Kindergarten Language Standards:

Conventions of Standard English
 Vocabulary Acquisition and Use

IV. ASSESSMENT

Student learning will be assessed through:

- Student/ teacher conferences
- Fountas and Pinnell Reading Level Assessment conducted at least three times a 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

V. SCOPE AND SEQUENCE

See attached tables on subsequent pages.

	Readers Workshop	Writers Workshop
Unit 1 Sept./Oct. 6 weeks	We Are Readers (Book 1)	Launching Writer's Workshop (Narrative Writing, Book 1)
Unit 2 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...)
Unit 3 Nov./Dec. 6 weeks	Super Powers: Reading with Print Strategies and Sight Word Power (Book 2)	Writing All About Books (If...Then...)
Unit 4 Jan./Feb. 5 weeks	Bigger Books, Bigger Reading Muscles (Book 3)	Writing For Readers (Narrative Writing, Book 2)
Unit 5 Feb./March 4 weeks	Growing Expertise in Little Books: Reading for Information (If...Then...)	How To Books: Writing to Teach Others (Informational Writing, Book 3)
Unit 6 March/Apr. 6 weeks	Becoming Avid Readers (Book 4)	Persuasive Writing of All Kinds (Opinion Writing, Book 4)
Unit 7 May/June 6 weeks	Readers are Resourceful: Tackling Hard Words and Tricky Parts (If...Then...)	Writing For Readers (Narrative Writing, Book 2) 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
Enduring Understandings: <ul style="list-style-type: none"> • Print and pictures are different but connected • Readers read the print, not the pictures • Readers turn the pages to read and look at the left 	Bend 1: Launching with Learn-About-the-World Books <ul style="list-style-type: none"> • Readers read the world • Readers read books to learn about the world • Readers read by themselves and 	Mentor Texts (Instructional Read Aloud): <i>The Beetle Alphabet Book</i> by Jerry Pallotta <i>The Carrot Seed</i> by Ruth Krauss <i>Three Billy Goats Gruff</i> by Paul Galdone

<p>page first</p> <p>Goals: RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. C. Read high-frequency and sight words with automaticity.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the</p>	<p>with others</p> <ul style="list-style-type: none"> • Readers read a book from cover to cover, left to right, and top to bottom • Readers use pictures to understand the story and check comprehension • Readers read, ask questions, and retell • Readers reread a book by putting all the pages together • Readers reread to rethink • Rereading helps readers learn from words in books • Readers sound like teachers when they read learn about the world books • Authors and illustrators have important jobs • The title page includes important information about a text <p>Bend 2: Reading Old Favorite Storybooks</p> <ul style="list-style-type: none"> • Readers can read stories they have heard a zillion times • Readers work hard to make the words they read match the page they are reading • Readers know how to get their own old favorite storybooks • Readers use exact character words • Readers reread old favorites remembering to say more and more of the story • Readers use special connecting words to put storybook pages together • Readers use more and more words that are exactly the same in their old favorites • Readers can point to and read some words in their old favorites • Readers ask questions about the parts of the book they do not understand • Readers work with their partners using all they know to read old 	<p><i>Mrs. Wishy Washy</i> by Joy Cowley</p> <p>Teacher Resources: <u><i>Units of Study for Teaching Reading</i></u> by Lucy Calkins Unit 1: We Are Readers</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Daily Café</i></u> by Gail Boushey and Joan Moser</p> <p><u><i>Words Their Way</i></u> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</p> <p>Handwriting Without Tears</p> <p>Assessment(s): Concepts of Print Below benchmark: 1 Slightly below benchmark: 2-4 On benchmark: 5 Exceeds benchmark: 6+</p> <p>Letter Identification Assessment: Below benchmark: 6 or below Slightly below benchmark: 7-11 On benchmark: 12 Exceeds benchmark: 13+</p> <p>Letter/Sound Assessment Below benchmark: 1 Slightly below benchmark: 2 On benchmark: 3 Exceeds benchmark: 4+</p> <p>Word List A Below benchmark: N/A Slightly below benchmark: 1 word On benchmark: 2-3 words Exceeds benchmark: 4+ words</p> <p>http://readingandwritingproject.org/resources/assessments/running-records</p>
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<p>story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>favorites</p> <ul style="list-style-type: none"> Partners take turns speaking, asking questions, and listening <p>Word Study/Phonics: Recognizing one's own name Phonological Awareness: Rhymes Letter Knowledge: Names, Fonts</p> <p>Concepts of print: The differences between a letter and a word Spacing between words Awareness of the concept of a word Distinguish between a picture and print Identify the purpose of print</p> <p>High-Frequency Words: Add one high-frequency word a week to the word wall Provide time to practice with partners or in small groups</p>	
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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>Enduring Understandings:</p> <ul style="list-style-type: none"> Readers think deeply about a text, story elements and characters Readers have conversations about familiar books with reading partners Pictures can help a reader retell, interpret and elaborate on a story Books and stories have a specific structure <p>Goals:</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.C Understand that words are separated by spaces in print.</p> <p>RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2.A Recognize and produce</p>	<p>Bend I: Readers Reread and Look Closely at Books They Know Well to Make Their Reading Sound Like a Story</p> <ul style="list-style-type: none"> Transfer and apply skills for storytelling in familiar books to other genres Apply reading skills when books become challenging Look at the words on the page that are familiar (such as repetitive refrains and bolded words), and point to them while reading Readers ask questions about words they do not know in the text <p>Bend II: Readers Reread and Write Words to Look Closely and Notice More in the Story</p> <ul style="list-style-type: none"> Studying the pictures closely can help readers notice more in their stories Labeling the pictures is a helpful reading strategy Segment and listen carefully to hear more sounds in words Use developmental spelling to label and begin to make two-word labels using articles Readers can identify characters, setting, and events in a story <p>Bend III: Readers Invent Fun Things to Do with Books They Know Really Well and Have Studied Closely</p> <ul style="list-style-type: none"> Readers not only read but also talk with others about what they read Using sticky notes to mark 	<p>Mentor Texts (Instructional Read Aloud):</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>Teacher Resources:</p> <p><i>Units of Study for Teaching Reading</i> by Lucy Calkins If...Then...Curriculum Online Resources Emergent Reading: Looking Closely at Familiar Texts http://www.heinemann.com/default.aspx</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>Assessment(s): Conference notes Teacher observation</p>

<p>rhyming words.</p> <p>RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>places help readers remember what they want to share with others</p> <ul style="list-style-type: none"> • When talking about books, good partners use questions and prompts with one another to grow their conversations • Readers can reenact their books and can use audio or video recordings to do so • Readers can talk about the adventures of characters in the book they are reading and from books they have read or listened to in the past <p>Word Study/Phonics:</p> <p>Names of things (vocabulary development, classification)</p> <p>Phonological Awareness: Syllables, Rhymes (listening for language patterns and words that rhyme)</p> <p>Concept of Print: The differences between a letter and a word and an awareness of the concept of a word Spacing of words</p> <p>Letter Knowledge: Distinguishing Letters in Print and Letter Names</p> <p>High-Frequency Words: Continue adding one high-frequency word a week to the word wall, providing time to practice with partners or in small groups. Recognize and use high-frequency words with one, two, or three letters.</p>	
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**Readers Workshop Unit 3 ~
Super Powers: Reading with Print Strategies and Sight Word Power
November/ December (6 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings:	Bend 1: Using Superpowers to	Mentor Texts (Instructional Read

<ul style="list-style-type: none"> • Good readers check for meaning • Print has meaning and matches the words we say • Good readers choose the right strategy for them when they need to read a difficult word • Readers persevere when words get tricky • Fluent reading brings a book to life <p>Goals: RI.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print. D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding. B. Read grade</p>	<p>Look and Point, and Then Read Everything</p> <ul style="list-style-type: none"> • Readers have super powers to look, point, and read everything they can! • Super readers use pointer power to check their reading, making sure what they say matches what they see • Readers look for the author and illustrator of a book before beginning to read the story • Readers don't let longer words slow them down: Every word gets one tap • Readers use snap words to anchor their pointer power • Partner power gives readers even stronger pointer power <p>Bend 2: Taking on Even the Hardest Words</p> <ul style="list-style-type: none"> • Super readers put powers together • Super readers learn words and practice them read and practice reading them in a "Snap!" • Super readers make the first sound in the word to help them read the word • Super readers don't give up! • Readers ask questions as they read • Celebration: Readers show off their powers <p>Bend 3: Bring Books to Life</p> <ul style="list-style-type: none"> • Readers use their voices to bring books to life • Readers use the pattern to sing out their books • Readers use punctuation to figure out how to read • Readers change their voices to show they understand 	<p>Aloud): <i>Brown Bear, Brown Bear</i> by E. Carle <i>In the Garden</i> by Annette Smith, Jenny Giles, and Beverley Randell <i>It's Super Mouse!</i> by Phyllis Root <i>So Much!</i> by Trish Cooke</p> <p>Teacher Resources: <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>Assessment(s): Concepts of Print Below benchmark: 4 or below Slightly below benchmark: 5 On benchmark: 6-9 Exceeds benchmark: 10+</p> <p>Letter Identification Assessment: Below benchmark: 11 or below Slightly below benchmark: 12-17 On benchmark: 18-29 Exceeds benchmark: 30+</p> <p>Letter/Sound Assessment Below benchmark: 4 or below Slightly below benchmark: 5-8 On benchmark: 9-13 Exceeds benchmark: 14+</p> <p>Word List A Below benchmark: 2 or below Slightly below benchmark: 3-6 On benchmark: 7-9 Exceeds benchmark: 10+</p> <p>http://readingandwritingproject.org/resources/assessments/runni</p>
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<p>level text for purpose and understanding.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequently used sounds of each consonant.</p>	<p>the book</p> <ul style="list-style-type: none"> • Super readers tell about books, too! • Readers retell books after they read them • Readers think about and decide if an author has told them important facts • Celebration: The gift of reading <p>Word Study/Phonics: Phonological Awareness: Hearing beginning and ending sounds Recognize patterns in words Understand some letters represent consonant sounds Blend and segment onsets and rimes of single-syllable words.</p> <p>High-Frequency Words: Continue adding one high-frequency word a week to the word wall, providing time to practice with partners or in small groups. Locate and read high-frequency words in text</p> <p>Letter Knowledge: Recognize upper and lowercase letters Identify the order of the alphabet</p>	<p>ng-records</p> <p>Fountas and Pinnell Beginning of the Year Assessment Expectations: Approaching Benchmark: A On Benchmark: B Exceeds Expectations: C</p>
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**Readers Workshop Unit 4~
Bigger Books, Bigger Reading Muscles
January/February (5 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Good readers use patterns to decode unfamiliar words • As books become harder, readers need to use new strategies <p>Goals:</p>	<p>Bend 1: Tackling More Challenging Books</p> <ul style="list-style-type: none"> • Tackling more challenging books • Readers use patterns to help them read almost every page • Readers figure out the 	<p>Mentor Texts (Instructional Read Aloud): <i>Picnic</i> by Phyllis Root <i>Pizza</i> by Phyllis Root <i>We Will Go</i> by Zoe Ryder White <i>Can You See the Eggs</i> by Jenny Giles</p>

<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.C Read high-frequency and sight words with automaticity.</p> <p>RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.4.A Read emergent-readers with purpose and understanding.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>changing words in the pattern</p> <ul style="list-style-type: none"> • Readers use all of their super powers to read pattern breaks in book • Readers check their reading • Readers use the pattern and the ending to understand their books <p>Bend 2: Zooming in on Letters and Sounds</p> <ul style="list-style-type: none"> • Readers use their letter-sound knowledge to help them read words on the page • Readers use their letter-sound knowledge to help them read unknown words • Readers can notice consonant clusters to help solve unknown words • Readers look to the ends of words as they read • Readers preview a page locate unknown words before reading <p>Bend 3: Graduation: Becoming Stronger Readers</p> <ul style="list-style-type: none"> • Readers can read independently, with a partner, and in a group • As books become harder, readers need new kinds of picture power • Readers can lean on their snap word power • Readers can read snap words with inflected endings • Readers use all they know about stories to make predictions • Readers need extra-strength reread power to bring their books to life • Readers can retell a story and remember the key details and events • Readers need extra-strength book talk power • Celebration: Readers use all their powers to read new books 	<p><i>Hide and Seek</i> by Lila <i>Kitty Cat and Fat Cat</i> Rigby <i>Oh, the Places You'll Go!</i> By Dr. Seuss <i>Wake Up, Dad</i> by Beverley Randell <i>Dragonflies</i> by Margaret Hall <i>My Bug Box</i> by Pat Blanchard and Joanne Suhr</p> <p>Teacher Resources: <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>Assessment(s): Concepts of Print Below benchmark: 8 or below Slightly below benchmark: 9 On benchmark: 10-12 Exceeds benchmark: 13+</p> <p>Letter Identification Assessment: Below benchmark: 17 or below Slightly below benchmark: 18-29 On benchmark: 30-41 Exceeds benchmark: 42+</p> <p>Letter/Sound Assessment Below benchmark: 8 or below Slightly below benchmark: 9-14 On benchmark: 15-19 Exceeds benchmark: 20+</p> <p>Word List A Below benchmark: 5 or below Slightly below benchmark: 6-11 On benchmark: 12-17 Exceeds benchmark: 18+</p> <p>http://readingandwritingproject</p>
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	<p>Word Study/Phonics: Recognize and use beginning consonant sounds and the letters that represent them Blend and segment onsets and rimes of single-syllable words Sort words that have the same spelling patterns Manipulate letters to make new words Simple CVC patterns 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 Hearing beginning sounds, middle, and ending sounds</p> <p>High-Frequency Words: Continue adding one high-frequency word a week to the word wall Provide time to practice with partners or in small groups</p>	org/resources/assessments/running-records
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**Readers Workshop Unit 5 ~
Growing Expertise in Little Books: Reading for Information
February/March (4 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Good readers use strategies to notice more and more as they read • Readers read the words and use the pictures to add to understanding of topics • Readers raise questions about the text • Readers can read more than one book about a topic and add what they learn from one to what they learn from the next <p>Goals: RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g.,</p>	<p>Bend 1: Readers Become Experts on Topics by Reading Books, Asking Questions, and Talking with Others</p> <ul style="list-style-type: none"> • Good readers select informational books that are just right • Good readers wonder and raise questions as they read • Good readers study pictures and photographs to get more information <p>Bend 2: Readers Learn about Words inside Their Books, Too!</p> <ul style="list-style-type: none"> • Good readers pay special attention to parts of the books or words that seem important to the topic • Good readers use strategies to think about the domain-specific 	<p>Mentor Texts (Instructional Read Aloud): <i>Who Works at the Zoo?</i> By Sarah Russell <i>Zoo Looking</i> by Mem Fox</p> <p>Teacher Resources: <i>Units of Study for Teaching Reading</i> by Lucy Calkins Growing Expertise in Little Books: Reading for Information If...Then...Curriculum <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by</p>

<p>who, what, where, when, why, how)</p> <p>RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>vocabulary they find in their books</p> <ul style="list-style-type: none"> • Readers use words and pictures to help them remember new words and details <p>Bend 3: Readers Can Think about What's the Same and What's Different in – and across – Books</p> <ul style="list-style-type: none"> • Good readers think about a topic across many books • Readers reread books on the same topic thinking about what is the same and what is different in each book • Readers can retell the important ideas an author wanted them to know and give support from the text <p>Word Study/Phonics: Phonological Awareness: Blending syllables Hearing beginning, middle, and ending sounds Simple CVC patterns Recognize and use more common phonograms with a VC pattern: -ab, -ad, -ag, -am, -ap, -at, -aw, -ay, -ed, -en, -et, -ew, -id, -ig, -im, -in, -ip, -it, -ob, -od, -og, -op, -ot, -ow, -ub, -ug, -um, -un, ut</p> <p>High-Frequency Words: Locate and read high-frequency words in continuous text</p>	<p>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>Assessment(s):</p> <p>Fountas and Pinnell Running Record Assessment Expectations: Approaching Benchmark: B On Benchmark: C Exceeds Expectations: D</p>
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<p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>		
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**Readers Workshop Unit 6 ~
Becoming Avid Readers
March/April (6 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Stories have structure and characteristics in common • Good readers determine a character's mood by focusing on the illustrations and photographs • Readers create mental images during reading • Readers hold collaborative conversations about their book to help them think deeply • Good readers texts and look for common points and ideas • Good readers back-up their ideas about a book with parts of the text <p>Goals: RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>Bend 1: Becoming an Avid Reader</p> <ul style="list-style-type: none"> • What is an avid reader? • Reacting to books • Capturing thinking about books • Avid readers research just-right words to describe feelings • Avid readers make playdates • Playing pretend with fluent reading • Close reading and book-based pretending <p>Bend 2: Learning from All-About Books</p> <ul style="list-style-type: none"> • Thinking about and reacting to nonfiction texts • Talking like an expert • Identifying the author's main idea • Nonfiction reading playdates • Falling in love with topics • Avid nonfiction readers notice similarities and differences in books and ask questions • Making connections between ideas or events in a text • Avid nonfiction readers pretend <p>Bend 3: Falling in Love with Poetry</p> <ul style="list-style-type: none"> • Reading for meaning and rhythm and fun • Clarifying unknown words to read for meaning • Readers bring out a poem's 	<p>Mentor Texts (Instructional Read Aloud): <u><i>The Carrot Seed</i></u> by Ruth Krauss <u><i>Not Norman: A Goldfish Story</i></u> by Kelly Bennett <u><i>Honey Bees</i></u> by Martha Rustad <u><i>Dragon Flies</i></u> by Margaret Hall <u><i>Click Beetle</i></u> by Marjorie Martinelli <u><i>Gossie</i></u> by Olivier Dunrea</p> <p>Teacher Resources: <u><i>Units of Study for Teaching Reading</i></u> by Lucy Calkins Unit 4: Becoming Avid Readers</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Daily Café</i></u> by Gail Boushey and Joan Moser</p> <p><u><i>Words Their Way</i></u> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</p>

<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B Read grade level text for purpose and understanding.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<p>meaning and feeling</p> <ul style="list-style-type: none"> • Becoming a copycat poet • Avid readers' poetry extravaganza <p>Word Study/Phonics: Blending syllables Hearing beginning, middle, and ending sounds Add and substitute phonemes Simple CVC patterns Recognize and use more common phonograms with a VC pattern: -ab, -ad, -ag, -am, -an, -ap, -at, -aw, -ay, -ed, -en, -et, -ew, -id, -ig, -im, -in, -ip, -it, -ob, -od, -og, -op, -ot, -ow, -ub, -ug, -um, -un, ut</p> <p>High-Frequency Words: Locate and read high-frequency words in continuous text</p>	<p>Assessment(s): Concepts of Print Below benchmark: 9 or below Slightly below benchmark: 10-12 On benchmark: 13 Exceeds benchmark: N/A</p> <p>Letter Identification Assessment: Below benchmark: 29 or below Slightly below benchmark: 30-41 On benchmark: 42-54 Exceeds benchmark: N/A</p> <p>Letter/Sound Assessment Below benchmark: 12 or below Slightly below benchmark: 13-19 On benchmark: 20-26 Exceeds benchmark: N/A</p> <p>Word List A Below benchmark: 8 or below Slightly below benchmark: 9-16 On benchmark: 17-24 Exceeds benchmark: 25+</p> <p>http://readingandwritingproject.org/resources/assessments/running-records</p>
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Readers Workshop Unit 7
Readers Are Resourceful: Tackling Hard Words and Tricky Parts
May/June (6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Good readers use more than one strategy when decoding unfamiliar words if initially unsuccessful Good readers monitor their reading and self-correct as needed Good readers reread for multiple purposes <p>Goals: RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.C Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Bend 1: Think About the Story and How the Books Sounds to Figure Out Words</p> <ul style="list-style-type: none"> Good readers are resourceful problem solvers Readers can use print, meaning, and syntax/structure to solve words <p>Bend 2: Readers Are Flexible Problem Solvers</p> <ul style="list-style-type: none"> Good readers need to be flexible and transfer strategies from one tricky word to another across different texts Good readers make multiple attempts to solve tricky words and don't give up Readers have strategies to use for words with more than one meaning <p>Bend 3: Readers Make Their Reading Sound Great</p> <ul style="list-style-type: none"> Readers reread for many purposes Good readers make plans for rereading as they move from book to book <p>Word Study/Phonics: Blending onset and rimes Hearing/substituting sounds Hearing sounds in sequence Hearing middle sounds Long and short vowels Consonant blends and digraphs Blending syllables Hearing beginning, middle, and ending sounds Simple CVC patterns Recognize and use more common phonograms with a VC pattern: -ab, -ad, -ag, -am, -an, -ap, -at, -aw, -ay, -ed, -en, -et, -ew, -id, -ig, -im, -in, -ip,</p>	<p>Mentor Texts (Instructional Read Aloud): <i>The Pond</i> by Janice Boland <i>Piggy and Dad Play, Lemonade for Sale, Play Ball!, and Water Balloons</i> from Brand New Readers Series</p> <p>Teacher Resources: Units of Study for Teaching Reading by Lucy Calkins Readers Are Resourceful: Tackling Hard Words and Tricky Parts If...Then...Curriculum <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>Words Their Way</i> by Ronald Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston</p> <p>Assessment(s): Concepts of Print Below benchmark: 11 or below Slightly below benchmark: 12 On benchmark: 13 Exceeds benchmark: N/A</p> <p>Letter Identification Assessment: Below benchmark: 39 or below Slightly below benchmark: 40-53 On benchmark: 54 Exceeds benchmark: N/A</p> <p>Letter/Sound Assessment Below benchmark: 14 or below Slightly below benchmark: 15-25 On benchmark: 26 Exceeds benchmark: N/A</p> <p>Word Lists A & B Below benchmark: 16 or below Slightly below benchmark: 17-24</p>

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	-it, -ob, -od, -og, -op, -ot, -ow, -ub, -ug, -um, -un, ut Use some phonograms with a VCe pattern High-Frequency Words: Locate and read high-frequency words in continuous text	On benchmark: 25-34 Exceeds benchmark: 35+ http://readingandwritingproject.org/resources/assessments/running-records Fountas and Pinnell Running Record Assessment Expectations: Below Benchmark: B Approaching Benchmark: C On Benchmark: D/E Exceeds Expectations: F
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KINDERGARTEN WRITING

Writer's Workshop Unit 1 ~ Launching the Writing Workshop September/October (5-6 weeks)

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

<p>and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 Speak audibly and express thoughts feelings and ideas clearly</p> <p>W.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RF.K.1. Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>SL.K.1.A Follow agreed upon norms for discussions (listening to others and taking turns speaking about topics and texts under discussion)</p> <p>SL.K.3 Ask and answer questions in order to seek help get information or clarify something that is not understood</p> <p>SL.K.4 Describe familiar people places things and events and with prompting and support provide additional details.</p> <p>SL.K.5 Add drawings or other visual displays to describe to provide additional details.</p> <p>SL.K.6 Speak audibly and express thoughts and feelings and ideas clearly</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>will go</p> <ul style="list-style-type: none"> Writers use drawings and diagrams to add information to their writing Writing partners help each other add more to their writing Young writers say words slowly, over and over again, to write all of the sounds that they hear <p>Bend 3: Writing Stories</p> <ul style="list-style-type: none"> Writers get ready to write by telling their stories first Writers plan how their stories will go by touching each page as they tell their stories Writers add details to their writing by thinking about where they were, who they were with, and what they were doing in their story Writers bring their stories to life by making their characters talk Writers reread their stories, drawing on everything they know to improve them <p>Bend 4: Preparing for Publication</p> <ul style="list-style-type: none"> Writers edit their writing by rereading their words and rewriting them, if necessary, to make their writing more readable to themselves and others Writers read the work of others and ask questions when they do not understand <p>Handwriting: Use a preferred hand consistently for writing Write letters in groups to form words</p> <p>Word Study/Phonics: Unit 1-Making Friends with Letters Phonological Awareness: Rhyming, Syllables, Phoneme Isolation Names Letter knowledge Letter formation Alphabetic principle Letter-sound correspondence Sort common objects into categories Identify how words are used to</p>	<p><u><i>Units of Study for Narrative, Information, and Opinion Writing</i></u> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann Unit 1: Launching the Writing Workshop</p> <p><u><i>One to One- The Art of Conferencing with Young Writers</i></u> - Calkins, Hartman, White</p> <p><u><i>Writing Strategies Book</i></u> Jennifer Serravallo</p> <p><u><i>Daily Five</i></u> Gail Boushey & Joan Moser</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Words Their Way for Pre-K-K</i></u> Francine Johnston and Marcia Invernizzi</p> <p><u><i>Handwriting Without Tears</i></u> Jan Olsen</p> <p>Assessment: <u><i>Writing Pathways: Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</p> <p>Narrative Writing Checklist Writing Progressions Notes from writing conferences</p>
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<p>A Print many upper and lowercase letters</p> <p>L.K.2.D. Spell simple words phonetically drawing on knowledge of sound letter relationships.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>C Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>represent real-life objects and ideas</p>	
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Writer's Workshop Unit 2
Looking Closely: Observing, Labeling, and Listing Like Scientists
October/November (4 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Reading and writing nonfiction books and thinking like a scientist help one to gain an understand of the world. <p>Goals:</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<p>Teaching Points:</p> <p>Bend 1: Living Like Writers, Living Like Scientists</p> <ul style="list-style-type: none"> Students will read the world and create drawings with labels Students will begin to write booklets and add details Students reference nonfiction books as needed Writers ask questions as needed when reading and writing about a new topic <p>Bend 2: Making Books Just Like the Ones We Read: Studying Mentor Texts and Making Reading/Writing Connections</p> <ul style="list-style-type: none"> Students will write informational books like authors they are familiar with 	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Soccer</i> by Byrd Baylor</p> <p><i>A Tree for all Seasons</i> by Jill Esbaum</p> <p>Teacher Resources:</p> <p><i>Units of Study for Narrative, Information, and Opinion Writing</i></p> <p>Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann</p> <p>Observing, Labeling, and Listing Like Scientists (Informational Writing) If...Then...Curriculum</p> <p><i>Writing Strategies Book</i></p> <p>Jennifer Serravallo</p> <p><i>Daily Five</i></p> <p>Gail Boushey & Joan Moser</p>

<p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun I. B. Recognize and name end punctuation. D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories</p>	<ul style="list-style-type: none"> • Students will write across the pages • Students will create books that mirror patterned information books • Students will begin to create booklets with complete sentences <p>Bend 3: Writing More: Adding Details and Information and Writing Phrases or Sentences</p> <ul style="list-style-type: none"> • Students will revise their writing to add more details • Students will elaborate and extend their thinking • Students will record observations and include their own thinking • Writers extend their vocabulary and notice the difference between words with similar meanings <p>Bend 4: Becoming Researchers: Scientists, Make Connections, Predict, Have Ideas, and Compare and Contrast</p> <ul style="list-style-type: none"> • Students will choose individual topics to observe and study • Students will write books and add pages of information with diagrams and captions • Students will publish a book. • Students will label diagrams and write captions <p>Handwriting: Write letters in groups to form words Leave appropriate space between words Hold pencil with an appropriate grip</p> <p>Language and Conventions: Form regular plural nouns orally Use question words Use the most frequently occurring prepositions Capitalize the first word in a sentence Capitalize the pronoun I Recognize and name end punctuation</p> <p>Word Study/Phonics: Sort common objects into categories Spell simple words phonetically Learning to know and use the alphabet chart Letter knowledge Letter-sound correspondence</p>	<p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Words Their Way for Pre-K-K</i></u> Francine Johnston and Marcia Invernizzi</p> <p><u><i>Handwriting Without Tears</i></u> Jan Olsen</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>Assessment: Publication/Celebration by end of unit Students will write a nonfiction piece. Informal assessments:</p> <ul style="list-style-type: none"> • Observation • Conference notes • Daily writing samples <p>Writing Checklist Writing Progressions</p> <p><u><i>Writing Pathways: Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</p>
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represent.	Phonological Awareness: phoneme isolation, matching Generating concepts about print	
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Writer's Workshop Unit 3
Writing All-About Books
November/December (6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Good writers recognize their knowledge on many topics and understand the importance of teaching others through writing. Good writers revise often and with purpose. <p>Goals: W.K.5 With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs;</p>	<p>Teaching Points: Bend 1: Writing All-About Books on Topics We Love</p> <ul style="list-style-type: none"> Writers gather ideas from other people and texts to answer important questions about their topics Students will focus on organization; sticking to the topic Students will make sure all the pages of the book fit together under one topic <p>Bend 2: Revise by Elaborating – Then Begin Writing Longer Books Right from the Start</p> <ul style="list-style-type: none"> Students learn to elaborate and add more to the topic Students will say more on each page adding more information, adding examples, and considering readers' questions <p>Bend 3: Revising to Add Text Features – Then Writing More Developed Books from the Start</p> <ul style="list-style-type: none"> Students will revise and write new books Students will incorporate features of nonfiction that they notice in mentor texts to their own writing Writers use suggestions from their peers to help them add more detail <p>Bend 4: One Final Grand Revision to Prepare for a Publishing party</p> <ul style="list-style-type: none"> Students will choose one book to revise, edit and 	<p>Mentor Texts: <u>Trucks!, Planes, or Trains</u> National Geographic Readers Series <u>My First Soccer Game</u> by Alyssa Capucilli</p> <p>Teacher Resources: <u>Units of Study for Narrative, Information, and Opinion Writing</u> 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><u>Writing Strategies Book</u> Jennifer Serravallo</p> <p><u>Daily Five</u> Gail Boushey & Joan Moser</p> <p><u>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u>Words Their Way for Pre-K-K</u> Francine Johnston and Marcia Invernizzi</p> <p><u>Handwriting Without Tears</u> Jan Olsen</p> <p><u>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</u> Written by Gay Su Pinnell and Irene C. Fountas</p>

<p>wish, wishes).</p> <p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>publish for the celebration</p> <ul style="list-style-type: none"> The celebration will provide the opportunity for the students to teach others all about their area of expertise <p>Handwriting: Write letters in groups to form words Hold pencil with an appropriate grip Leave appropriate space between words Write left to right in lines Form upper and lower case letters efficiently and proportionately in manuscript print</p> <p>Language and Conventions: Form regular plural nouns orally Use question words Use the most frequently occurring prepositions Capitalize the first word in a sentence Capitalize the pronoun I Recognize and name end punctuation Spell simple words phonetically</p> <p>Word Study/Phonics: Word Part Power Phonological Awareness: Blending, Segmenting, Manipulating(onset-rime) Ending Parts of Words Short Vowel Rimes(an,at,in,ip,ot) Digraphs(sh,th,ch)</p>	<p>Assessment(s) Publication/Celebration by: End of Unit Informal assessments: - observation - conference notes Daily writing samples</p> <p>Writing Checklist Writing Progression</p>
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Writer's Workshop Unit 4
Writing For Readers Part 1
January/February(5 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers can share their personal experiences. Writers tell and write stories in sequential order. 	<p>Teaching Points: Bend 1- Writing Stories that People Can Really Read</p> <ul style="list-style-type: none"> Students learn to make sure their reading is easy for others to read Students use previous knowledge and anchor charts to write True 	<p>Mentor Texts (Instructional Read Aloud): <u>Owl Moon</u>, by Jane Yolen <u>A Chair for My Mother</u>, by Vera Williams <u>Koala Lou</u>, by Mem Fox <u>The Boss Baby</u> by M. Frazee</p>

<p>Writers understand that every experience can be turned into a piece of writing.</p> <p>Goals: W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun I. B. Recognize and name end punctuation. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of</p>	<p>Stories people really want to read</p> <ul style="list-style-type: none"> • Students elaborate on drawings to tell their story • Students will learn to write a sentence • Students will learn the power of rereading often to improve writing <p>Bend 2- Tools Give Writers Extra Power</p> <ul style="list-style-type: none"> • Students will learn to use tools and checklists to help make writing the best it can be • Students will learn that vowels help writers spell the middle parts of words • Students learn to rely on words they know to make writing more readable • Students learn to enhance stories using storytelling language <p>Handwriting: Write letters in groups to form words Leave appropriate space between words Write left to right in lines Form upper and lower case letters efficiently and proportionately in manuscript print</p> <p>Language and Conventions: Form regular plural nouns orally Use question words Use the most frequently occurring prepositions and verbs Capitalize the first word in a sentence Capitalize the pronoun I Recognize and name end punctuation Spell simple words phonetically Use question words Use end punctuation Use letters to represent most consonant and short vowel sounds.</p> <p>Word Study/Phonics: Vowel Power Phonological Awareness Blending Segmenting (phonemes) Manipulating (phonemes) Short Vowel(CVC) Digraphs Short Vowels Explore nuances in words</p>	<p><u><i>When Sophie Gets Angry- Really, Really Angry</i></u> by Molly Bang</p> <p>Teacher Resources: <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 2: Writing For Readers (Narrative) <u><i>Writing Strategies Book</i></u> Jennifer Serravallo <u><i>Daily Five</i></u> Gail Boushey & Joan Moser <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Words Their Way for Pre-K-K</i></u> Francine Johnston and Marcia Invernizzi <u><i>Handwriting Without Tears</i></u> Jan Olsen <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 <u><i>Writing Pathways: Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</p> <p>Assessment: Publication/Celebration by end of unit Students will write a narrative piece. Bringing true stories to life. Informal assessments: <ul style="list-style-type: none"> • Observation • Conference notes • Daily writing samples Writing Checklist for Narrative Writing Writing Progressions District Narrative Benchmark</p>
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<p>sound-letter relationships.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>		Assessment
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Writer's Workshop Unit 5
How-To Books: Writing to Teach Others
February/March (4 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers alternate between doing (dramatizing), drawing and writing on a 	<p>Teaching Points:</p> <p>Bend 1: Writing How-To Books, Step by Step</p> <ul style="list-style-type: none"> Students will understand that before they a writer writes, he 	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>My First Soccer Game</i> and <i>My First Ballet Class</i> by Alyssa Capucilli</p> <p>And other procedural writing books-</p>

<p>topic they know well.</p> <ul style="list-style-type: none"> Writers will study mentor procedural texts to help them understand how to write better first drafts and revise prior writing. <p>Goals:</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g.,</p>	<p>thinks “What kind of thing am I making?” and then will study examples of whatever it is he or she wants to make.</p> <ul style="list-style-type: none"> Writer use what they already know from other books Writers become readers, asking, “Can I follow this?” Writers answer a partner’s questions Writers add detailed information to their writing by labeling their diagrams Writers reflect and set goals to create their best information writing <p>Bend 2: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones</p> <ul style="list-style-type: none"> Writers emulate features of informational writing using a mentor text. They notice, name and try out what they discover Using the word ‘you’ How-to book writers picture each step and then choose exactly right words Elaboration in how-to books: Guide readers with warnings, suggestions, and tips Writers clarify their directions by imagining and then writing comparisons to describe actions <p>Bend 3: Keeping Readers in Mind</p> <ul style="list-style-type: none"> Students will get ideas for their writing from things that they do and learn throughout the day and from books Writers sometimes collect a series of books focused on one umbrella topic in order to teach others even more about their topic Students will write introductions and conclusions Students will make their writing easy to read, using all the strategies they know. 	<p>cookbooks, instructions for new toys & games, craft projects to make</p> <p>Teacher Resources: <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>Assessment: Writing Checklist Writing Progression</p> <p>District Benchmark Assessment on Information Writing Scored with Teachers College Information Rubric</p> <p><u><i>Writing Pathways: Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</p>
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<p>dog, dogs; wish, wishes).</p> <p>D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>L.K.4.B Use the most frequently occurring affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>-ing</i>) as a clue to the meaning of an unknown word.</p> <p>L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>Bend 4: Giving How-To Books as Gifts</p> <ul style="list-style-type: none"> • Students will prepare to publish their work and determine a specific audience and dedicate their piece • Students will use an editing checklist to prepare for publication. <p>Handwriting: Leave appropriate space between words Write left to right in lines Form upper and lower case letters efficiently and proportionately in manuscript print</p> <p>Language and Conventions: Form regular plural nouns orally Use question words Use the most frequently occurring prepositions and verbs Capitalize the first word in a sentence Capitalize the pronoun I Recognize and name end punctuation Spell simple words phonetically Use question words Use end punctuation Use letters to represent most consonant and short vowel sounds.</p> <p>Word Study/Phonics: Playing with phonics Phonological Awareness: Blending segmenting, manipulating blends Perhaps “Word Lovers” Review and extension of concepts taught in first 4 units VCC (all, ill) Hearing long vs short vowels sounds Frequently occurring affixes Antonyms</p>	
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Writer's Workshop Unit 6
Persuasive Writing of All Kinds: Using Words to Make a Change
March/April (6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers will study how their writing can make the world a better place. Writers learn to identify problems and use convincing words to bring about change. <p>Goals:</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing,</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>Teaching Points:</p> <p>Bend 1: Exploring Opinion Writing: Making our School a Better Place</p> <ul style="list-style-type: none"> Words can make things happen Convincing people: Providing reasons and consequences Generating more writing for more causes Writers read and fix up their writing Spelling strategies give writers word power <p>Bend 2: Sending Our Words Out into the World: Writing Letters to Make a Change</p> <ul style="list-style-type: none"> Writing letters that reach readers Studying a mentor text through guided inquiry Knowing just what to say to different audiences Remembering our own experiences with the topic to help us connect with our readers How can we make it better? Imagining solutions <p>Bend 3: Persuasive Writing Projects</p> <ul style="list-style-type: none"> Draw on a repertoire of strategies to write about a world problem Sound like an expert! Teaching information to persuade your audience Using shades of meaning between words to improve your word choice and sound like an expert Writing how-to books to make a change Planning and rehearsing speeches Writers talk about their writing with peers and look for helpful tips Fixing and fancying up for 	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Click, Clack, Moo: Cow that Type</i> by Doreen Cronin</p> <p><i>The Day the Crayons Quit</i></p> <p><i>I Wanna Iguana</i> by Karen Orloff</p> <p><i>Dear Mrs. LaRue</i> by Mark Teague</p> <p><i>Corduroy Writes a Letter</i> by Alison Inches</p> <p>Teacher Resources:</p> <p><i>Units of Study for Narrative, Information, and Opinion Writing</i></p> <p>Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann</p> <p>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></p> <p>Written by Gay Su Pinnell and Irene C. Fountas</p> <p><i>Writing Pathways: Performance Assessments and Learning Progressions</i> by Lucy Calkins</p> <p>Assessment:</p> <p>District Benchmark Assessment in Opinion Writing Scored with Teachers College Rubric</p> <p>Persuasive Writing Prompt Available on page viii of Calkins Unit 4</p> <p>Writing Checklist for information Writing Progression</p> <p>Informal assessments:</p> <ul style="list-style-type: none"> Observation Conference notes Daily writing samples

<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>L.K.4.B Use the most(e.g., -ed, -s, -ing)</p>	<p>publication using the super checklist</p> <p>Handwriting: Form upper and lower case letters efficiently and proportionately in manuscript print</p> <p>Language and Conventions: Form regular plural nouns orally Use question words Use the most frequently occurring prepositions and verbs Capitalize the first word in a sentence Capitalize the pronoun I Recognize and name end punctuation Spell simple words phonetically Use question words Use end punctuation Use letters to represent most consonant and short vowel sounds.</p> <p>Word Study/Phonics: Playing with phonics Phonological Awareness: Blending segmenting, manipulating blends Perhaps "Word Lovers" Review and extension of concepts taught in first 4 units VCC (all, ill) Hearing long vs short vowels sounds Frequently occurring affixes</p>	
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<p>as a clue to the meaning of an unknown word.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meaning.</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
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Writer's Workshop Unit 7
Writing for Readers Part 2
I am a Writer! Celebrating My Success
May/June (6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers can share their personal experiences. Writers can use the revision process to make stories more fun to read. Writers understand that every experience can be turned into a piece of writing. <p>Goals:</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g.,</p>	<p>Teaching Points:</p> <p>Partnering for Revision: Making Stories More Fun to Read</p> <ul style="list-style-type: none"> Students are invited to mentally revisit previous writing and make their stories even better Students are taught to use tools such as flaps to insert and build on stories Students will learn strategies for using strong leads Students will learn the benefits of peer partnerships Students will use all they know to revise a piece to publish Students will practice writing endings that leave the reader with a strong feeling. Writers work to make a piece beautiful and celebrate what they've learned about writing and revising true stories. <p>Reflecting on writing progress throughout the year</p>	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>When I Get Bigger</i> by Phyllis Root <i>Naked Mole Rat</i> by Mo Willems <i>Freight Train</i> by Donald Cruz <i>Owl Moon</i>, by Jane Yolen <i>A Chair for My Mother</i> by Vera Williams <i>Koala Lou</i> by Mem Fox <i>The Boss Baby</i> by M. Frazee <i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang</p> <p>Teacher Resources:</p> <p><i>Units of Study for Narrative, Information, and Opinion Writing</i> Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann Narrative Writing, Book 2</p> <p><i>Writing Strategies Book</i></p>

<p>adding details).</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> • Identify how students have changed as writers • Use student work samples to compare kindergarten writing from the Fall and the late Spring and identify areas of growth • Set writing goals for the summer months <p>Handwriting: Form upper and lower case letters efficiently and proportionately in manuscript print</p> <p>Language and Conventions: Use the most frequently occurring prepositions and verbs Capitalize the first word in a sentence Capitalize the pronoun <i>I</i> Recognize and name end punctuation Spell simple words phonetically Use question words Use end punctuation Use letters to represent most consonant and short vowel sounds.</p> <p>Word Study/Phonics: Playing with phonics Phonological Awareness: Blending segmenting, manipulating blends Perhaps “Word Lovers” Review and extension of concepts taught in first 4 units VCC (all, ill) Hearing long vs short vowels sounds Frequently occurring affixes</p>	<p>Jennifer Serravallo</p> <p><u><i>Daily Five</i></u> Gail Boushey & Joan Moser</p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u>Words Their Way for Pre-K-K</u> Francine Johnston and Marcia Invernizzi</p> <p><u>Handwriting Without Tears</u> Jan Olsen</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</p> <p><u><i>Writing Pathways: Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</p> <p>Assessment: Informal assessments:</p> <ul style="list-style-type: none"> • Observation • Conference notes • Daily writing samples <p>Writing Checklist Writing Progression</p>
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<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
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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