

READINGTON PUBLIC SCHOOL DISTRICT

Kindergarten Literacy Curriculum

Authored by: Kari McGann and Kristi Dauernheim

Reviewed by: Dr. Barbara Sargent
Superintendent Curriculum

Approval Date: August 2014

Members of the Board of Education:

David Livingston, President
Cheryl Filler, Vice-President
Barbara Dobozyński
Wayne Doran
Ray Egbert
William Goodwin
Vincent Panico
Laura Simon
Eric Zwerling

Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889
www.readington.k12.nj.us

I. PURPOSE AND OVERVIEW

The Readington School District literacy program provides a balanced instructional approach which includes four main categories: (1) reading, (2) writing, (3) phonics/spelling/word study, and (3) oral language. The reading component focuses on print concepts, sound/symbol relationships, beginning reading which includes following a simple pattern, and extended reading which includes reading texts that have usually two to six lines of print and comprehending what they read. Students are not expected to come to kindergarten reading, but are expected to leave as beginning readers. In order to help kindergarten students with this goal teachers use research based strategies such as read aloud, shared reading, word work, and interactive writing to develop students' skills. Teachers use guided reading instruction that helps our youngest learners build in already established reading behaviors.

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

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

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

Our curriculum is designed to be responsive to the developmental stages. Our differentiated workshop approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

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

II. COMPONENTS OF BALANCED LITERACY

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

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

Reading Workshop: (Approximately 45 minutes daily)

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

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

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

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

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

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

Guided Reading- Guided reading will be gradually integrated into the day as the school year progresses. Kindergartners in small groups of two or three will participate in ten to fifteen minutes of individualized and/or small group instruction with the classroom teacher as often as possible, no fewer than twice a week. By the end of the school year all children should be participating in some guided reading, with some groups meeting two or

three times per week. Groupings are based on teacher observations of individual children's developing literacy behaviors, literacy assessments, and anecdotal records. Based on assessment, the teacher brings a group of readers together who are similar enough in their reading development that they can be taught together. The teacher might group students together by a strategy that needs to be developed and strengthened such as cross-checking, working through an unknown word, noticing or using punctuation for fluency. A teacher might also group students together by similar reading level in order to move students up a level of text difficulty. Students read independently at about the same level and can take on a new text selected by the teacher that is just a little more challenging. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing, thus expanding their reading powers. Guided reading helps children who are on the verge of reading make the shift to approximating and, then, reading leveled books with a line or two of simple text on each page. During a guided reading small group lesson a teacher introduces the text; reads some or all of the text demonstrating prompting for, or reinforces the effective use of systems of strategic actions; discusses the meaning; teaches for processing strategies; teaches aspects of word analysis and, at times, extends the meaning of the text to writing drawing, or extended talk. Typically, guided reading occurs during choice or literacy center time. During choice or literacy center time all children should have the opportunity to practice, apply, and rehearse their developing language and literacy skills through interactive, manipulative activities embedded in the classroom learning centers.

In order for Readers Workshop to be successful teachers should:

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

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

Shared Reading- Shared reading is a collaborative, whole class activity designed to introduce the children to a variety of genres, authors, illustrators within the process of developing skills as readers. Shared reading builds a foundation for reading competence while providing expanded opportunities for language development and exposure to literature. During shared reading students learn concepts and functions of print while experiencing a rich variety of literature and language experience. Students read together or take roles in reading a shared text.

They reflect the meaning of the text with their voices. Reading with peers helps students read independently and grow as readers. Reading with someone helps readers, especially developing readers, to become more self-sufficient and less reliant on the teacher for assistance. Research shows that taking turns with a single partner reading increases reading involvement, attention, and collaborating. In addition it also increases the following: the volume of reading, the level of attention to reading, rereading motivation, fluency, reading rate, word attack skills, and the love of reading. Teachers use on-going performance based assessment to inform decisions around which literacy skills to emphasize. Quality literature from different genres is shared to explore concepts, functions of print, and the reading process. Poems, songs, charts, large and small format books featuring authentic literature, as well as reading material with simplified text should be shared. Teachers promote interest, enjoyment, and motivation by emphasizing classroom conversations through shared reading. Familiar stories are revisited along with regular introduction of new written material.

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

Writing Workshop: (Approximately 45 minutes daily)

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

In order to have a successful writers workshop teachers should:

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

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

are given a chance to practice the skill or strategy in their own independent writing while the teacher circulates around the room supporting student and conferencing/confering with individual students to support and scaffold their writing.

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

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

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

Oral Language

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

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

Phonics, Spelling, and Word Study:

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

Early Literacy Concepts:

- Distinguish between print and pictures.
- Understand the purpose of print in reading and writing.
- Locate the first and last letters of words in continuous text.
- Recognize one's own name.
- Understand that one says one word for one group of letters when you read.
- Understand that the concept of sentence (as a group of words with ending punctuation).
- Understand the concepts of letter and word (as a single character or group of characters).
- Understand the concepts of first and last in written language.
- Use left-to-right directionality of print and return to left in reading and writing.
- Use one's name to learn about words and make connections to words.
- Use spaces between words when writing.
- Match one spoken to one written word while reading and pointing.

Phonological Awareness:

- Segment sentences into words.
- Blend two or three phonemes in words (*d-o-g, dog*).
- Segment words into phonemes (*b-a-t*).
- Manipulate phonemes (*mat-at, and-hand*).
- Connect words by the sounds (*sat, sun*).
- Hear and recognize word boundaries.
- Hear and say beginning phonemes (sounds) in words (*run/race, mom/make*) and ending (*win/fun, get/sit*).
- Hear and say syllables (*to-ma-to, can-dy, um-brel-la*)
- Hear, say, connect, and generate rhyming words (*fly, high, buy, sky*)

Letter Knowledge:

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

Letter/Sound Relationships:

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

Spelling Patterns: As the year progresses students begin to recognize that there are patterns in words that you can hear and say.

- Recognize and use a few simple phonograms with VC pattern (easiest): (*-ad, -ag, -an -am, -at, -ed, -en, -et, -ig, -in, -it, -og, -op, -ot, -ut*)
- Recognize that words have letter patterns that are connected to sounds (phonograms and other letter patterns).
- Recognize and use the consonant-vowel-consonant (CVC) pattern (*cab, fad, map*)

High Frequency Words: Students begin to build their own high frequency list of words that they recognize on demand that by the end of the year should be twenty to twenty-five high frequency words that they can write (*a, am, an, and, at, can, come, do, go, he, I, In, it, it, like, me, my, no, see, so the, to, up, we you*) and twenty to twenty-five words that they can read (*a, am, an, and, at, can, come, do, go, he, I, In, it, it, like, me, my, no, see, so the, to, up, we you*).

Word Meaning:

- Recognize and use concept words (color names, number words, days of the week, and months of the year).
- Recognize the parts of compound words and discuss their meaning when obvious.

- Recognize and use simple compound words (*into, myself, itself, cannot, inside, maybe, nobody*).

Word Structure: (Syllables)

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

Word-Solving Actions:

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

The kindergarten curriculum focuses on principles which are organized into broad categories of learning.

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

III. GOALS (Linked to Core Curriculum Content Standards)

Reading Standards for Reading Literature:

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure:

CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.K.5

Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-LITERACY.RL.K.6

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CCSS.ELA-LITERACY.RL.K.8

(RL.K.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.K.10

Actively engage in group reading activities with purpose and understanding.

Reading Standards for Reading Informational Text:

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.K.4

With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RI.K.5

Identify the front cover, back cover, and title page of a book.

CCSS.ELA-LITERACY.RI.K.6

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.RI.K.8

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

CCSS.ELA-LITERACY.RI.K.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.K.10

Actively engage in group reading activities with purpose and understanding.

Reading Foundational Standards

Print Concepts:

CCSS.ELA-LITERACY.RF.K.1

Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-LITERACY.RF.K.1.A

Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-LITERACY.RF.K.1.B

Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-LITERACY.RF.K.1.C

Understand that words are separated by spaces in print.

CCSS.ELA-LITERACY.RF.K.1.D

Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness:

CCSS.ELA-LITERACY.RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-LITERACY.RF.K.2.A

Recognize and produce rhyming words.

CCSS.ELA-LITERACY.RF.K.2.B

Count, pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-LITERACY.RF.K.2.C

Blend and segment onsets and rimes of single-syllable spoken words.

CCSS.ELA-LITERACY.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/.)

CCSS.ELA-LITERACY.RF.K.2.E

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.K.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.K.3.A

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

CCSS.ELA-LITERACY.RF.K.3.B

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CCSS.ELA-LITERACY.RF.K.3.C

Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

CCSS.ELA-LITERACY.RF.K.3.D

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency:

CCSS.ELA-LITERACY.RF.K.4

Read emergent-reader texts with purpose and understanding.

Writing Standards:

Text Types and Purposes:

CCSS.ELA-LITERACY.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...*).

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.K.4

(W.K.4 begins in grade 3)

CCSS.ELA-LITERACY.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.K.6

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.W.K.8

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

CCSS.ELA-LITERACY.W.K.9

(W.K.9 begins in grade 4)

Range of Writing:

CCSS.ELA-LITERACY.W.K.10

(W.K.10 begins in grade 3)

Speaking and Listening Standards:

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.SL.K.1.B

Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

Conventions of Standard English:

CCSS.ELA-LITERACY.L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.K.1.A

Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.K.1.B

Use frequently occurring nouns and verbs.

CCSS.ELA-LITERACY.L.K.1.C

Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

CCSS.ELA-LITERACY.L.K.1.D

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA-LITERACY.L.K.1.E

Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences in shared language activities.

CCSS.ELA-LITERACY.L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.K.2.A

Capitalize the first word in a sentence and the pronoun *I*

CCSS.ELA-LITERACY.L.K.2.B

Recognize and name end punctuation.

CCSS.ELA-LITERACY.L.K.2.C

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

CCSS.ELA-LITERACY.L.K.2.D

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language:

CCSS.ELA-LITERACY.L.K.3

(L.K.3 begins in grade 2)

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-LITERACY.L.K.4.A

Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

CCSS.ELA-LITERACY.L.K.4.B

Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

CCSS.ELA-LITERACY.L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.K.5.A

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

CCSS.ELA-LITERACY.L.K.5.B

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

CCSS.ELA-LITERACY.L.K.5.C

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

CCSS.ELA-LITERACY.L.K.5.D

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

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

IV. ASSESSMENT

Student learning will be assessed through:

- Student/ teacher conferences
 - One-to-one writing and reading conferences are especially important to assess where writers and readers are in their learning. Teachers will meet with students to provide teaching opportunities. Watch with a record sheet in hand, and if children do something you regard as significant to the unit, make a note of it. If you teach a child a particular skill or strategy then record that teaching point.
 - Conferring with a writer always begins with a teacher pulling alongside a writer and asking, “What are you working on as a writer?” and “What are you trying to do?” and “What are you planning to do next?” (Calkins)
 - When conferring with a reader a teacher sits alongside a reader and reads over the shoulder of the student for a few seconds then asks, “Tell me about what you’re reading” or “How’s it going today?” or “What are you working on? Show me a place in the text where you tried this” or “What can I help you with? Is there anything you want help with?” or “Can you tell me some of the thinking you recorded on post-its or in your notebook? Will you walk me through some of the thinking you have been doing?” or “Can you read aloud from where you were a bit?” Any of these starting questions are a great beginning in order to research a little about the reader. Teachers then decide what to teach, compliment the reader, and teach a

tip to the reader that will help them as a reader, not just with the book, then link the teaching point to what the student is reading.

- Teachers generally use some type of system to record notes about readers, either in their own readers notebook, a journal, or an electronic device. These anecdotal notes provide evidence needed for upcoming conferences.
- Fountas and Pinnel Reading Level Assessment conducted at least three times a year for students beginning in January for all kindergarten students and then again in the spring and at the end of the year.
- Teacher’s College Scored Common Assessment Student Writings in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writer’s Folders
- Student Performance Checklists
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
 - Used to evaluate the published piece in a unit of study

V. SCOPE AND SEQUENCE

See attached tables on subsequent pages.

	Readers Workshop	Writers Workshop
Unit 1	We Are Readers: Exploring the Exciting World of Books	Writers Build Good Writing Habits; Launching Writers Workshop (Narrative Writing)
Unit 2	Readers Read, Think, and Talk about Story Books	Writing For Readers (Narrative Writing)
Unit 3	Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books	Writing Pattern Books to Read, Write, and Teach (Narrative and Informational Writing)
Unit 4	Readers Use All Our Powers to Actually Read	Procedural Writing: How To Books (Informational Writing)
Unit 5	Learning about Ourselves and Our World: Reading for Information	Looking Closely: Observing, Labeling, and Listing Like Scientists (Informational Writing)
Unit 6	Readers Get to Know Characters and Styles of Books	Authors as Mentors (Narrative Writing)
Unit 7	Readers Are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books	Persuasive Writing of All Kinds (Opinion Writing)

KINDERGARTEN READING

Readers Workshop: Unit 1 We Are Readers: Exploring the Exciting World of Books September/October (5-6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This first unit of study in readers workshop sets the foundation for a successful year in reading. Teachers meet each child right where they are as learners—whether it’s with alphabet recognition through songs and games or guided reading instruction and just-right texts with conventional readers. This unit of study sets a balance between instruction in reading strategies and skills with an invitation that entices children toward text, especially those who may be reluctant, hesitant, or resistant toward books. Students will have opportunities to read with a buddy, and how to work hard and play hard as readers. The big instructional emphasis throughout the unit is that readers have intentions and purposes for reading, no matter what kind of reading they are doing.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Opportunities to fall in love with reading by listening to engaging texts and participating in shared reading. • Develop procedures to read during readers workshop and throughout the day. • Build relationships around reading so that the classroom becomes a community. • Actively engage in group reading activities with purpose and understanding. • Participate in small group reading instruction. • Readers read for a variety of purposes. • Sit and read books alone or with a partner. • Go about reading with intention and focus. • Print and pictures are different but connected. • Understand that readers read the print, not the pictures. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Let the Reading Adventure Begin</p> <p>What do readers do when they enter the world of a book?</p> <p>What do readers do when they pick up a book?</p> <p>Concepts About Print</p> <p>Taking Turns and Making Plans with a Buddy</p> <p>Bend 2: Readers Do Lots of Work with Words and Pictures So that They Enjoy Their Books</p> <p>Different ways to read a text</p> <p>Readers look closely at the characters in a book and imagine what they’d say and how they’d say it by looking at the facial expressions and thinking about the story.</p> <p>Phonemic Awareness</p> <p>Bend 3: Share Your Reading with a Buddy through Book Talks and Performances</p> <p>Expectations for work with a buddy</p> <p>Reading behaviors</p> <p>Reading skills</p> <p>Readers’ intentions and purposes</p> <p>Word Study/Phonics:</p> <p>Recognizing one’s own name.</p> <p>Phonological Awareness: Rhymes</p> <p>Letter Knowledge: Names, Fonts</p>	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Hickory, Dickory, Dock</i> by Mother Goose</p> <p><i>Mrs. Wishy Washy</i> by Joy Cowley</p> <p><i>Brown Bear, Brown Bear</i> by E. Carle</p> <p><i>The Relatives Came</i> by Cynthia Rylant</p> <p><i>The Three Bill y Goats Gruff</i></p> <p><i>Caps for Sale: A Tale of a Peddler, some Monkeys, and Their Monkey Business</i> by Esphyr Slobodkina</p> <p><i>A Chair for My Mother</i> by Vera Williams</p> <p><i>Shortcut</i> by Donald Crews</p> <p><i>Things I Like</i> by Anthony Browne</p> <p><i>All By Myself</i> by Mercer Mayer</p> <p><i>Knufflebunny A Cautionary Tale</i> by Mo Willems</p> <p><i>Bunny Cakes</i> by Rosemary Wells</p> <p><i>Look Out Kindergarten, Here I Come</i> by Nancy Carlson</p> <p><i>The Snowy Day</i> by Ezra Jack Keats</p> <p><i>Corduroy</i> by Don Freeman</p> <p><i>The Kissing Hand</i> by Audrey Penn</p> <p><i>Pet Show</i> by Ezra Jack Keats</p> <p><i>Peter’s Chair</i> by Ezra Jack Keats</p> <p><i>Mike Mulligan and His Steam Shovel</i></p> <p><i>Freight Train</i> by Donald Crews</p> <p><i>Creak! Said the Bed</i> by Phyllis Root</p> <p><i>Humphrey’s Corner</i> by Sally Hunter</p> <p><i>Fish Eyes</i> by Lois Ehlert</p> <p><i>Charlotte’s Web</i> by E.B. White (Chapter book read aloud)</p> <p>Teacher Resources:</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit 1: We Are Readers Exploring the Exciting World of Books (Available on the shared drive)</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>

<ul style="list-style-type: none"> • Understand that readers turn the pages to read and look at the left page first. • Understand that reading is important and enjoyable. • Gather interest in becoming readers and writers. • Connect to texts through personal experiences and background knowledge • Gain knowledge about conventions of print. • Knowledge about using the three cueing systems (semantic, syntactic, and graphophonemic) when reading. 	<p>Concept of Word: Concepts of print; the differences between a letter and a word and an awareness of the concept of a word.</p> <p>Add one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p>	<p>Assessment(s):</p> <ul style="list-style-type: none"> • Concepts of Print <p>Visit the Shared Drive for download. Below benchmark: 1 point: Slightly below benchmark: 2-4 points On benchmark: 5 points Far exceeds benchmark: 6+ points</p> <ul style="list-style-type: none"> • Letter Identification Assessment: <p>Download from Shared Drive Below benchmark: 6 letters identified or less Slightly below benchmark: 7-11 letters On benchmark: 12 letters Far exceeds benchmark: 13+ letters</p> <ul style="list-style-type: none"> • Letter Sound Assessment <p>Visit the Shared Drive for download. Below benchmark: 1 letter sound Slightly below benchmark: 2 letter sounds On benchmark: 3 letter sounds Far exceeds benchmark: 4+ letter sounds</p> <ul style="list-style-type: none"> • Word List <p>Visit the Shared Drive for Download Below benchmark: N/A Slightly below benchmark: 1 word On benchmark: 2-3 words Far exceeds benchmark: 4+ words</p> <ul style="list-style-type: none"> • Fountas and Pinnell Beginning of the Year Assessment Expectations: <p>On Benchmark: (Level aa or A) Exceeds Expectations: (Level B) Far Exceeds Expectations: (Level C or above)</p>
--	---	---

**Readers Workshop Unit 2 ~ Readers Read, Think, and Talk about Story Books
October/November (4 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: The second unit of study in readers workshop in kindergarten continues to instill in readers the love of reading. Students’ enthusiasm for reading emergent story books will grow as they hear favorite read alouds read over and over. Books such as <i>Koala Lou</i> or <i>No, David!</i> will surely become favorites that young readers turn to again and again. Students understanding of the story, a stronger sense of language of the text, and an increased willingness to read the book themselves will be emphasized throughout the unit of study.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Time for children to read, think, and talk about books. • Noticing how a story goes • Literary language and d expression to think deeper about a text; story elements and characters. • Build stamina to read alone and with a partner • Participate in a small group guided reading group at a level that matches individual literacy development based on information derived from teacher observation/performance-based assessments. • Learn and practice reading strategies during guided reading • Relate story topics to one’s own experience. • Use pictures and language to interpret and elaborate on a story • Recognize language patterns • Recognize frequently used words • Predict and solve unknown words • Reread independently or with a buddy. • Value and enjoy exploring language and books. • Develop competence in growing literacy abilities. • Practice, apply, and rehearse 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Getting Ready for the Unit—Gather Up All the Texts that Can Teach Readers to Read</p> <p>Bend 2: Readers Learn What Superpowers are and Begin to Use Them</p> <p>Readers think about what would make sense given the context of the print (e.g. a label next to a picture in a book, a sign on a bathroom door, etc.).</p> <p>Readers notice the initial letters/sounds as the read labels, signs, etc.</p> <p>Readers can make connections between the initial letters/sounds of a word to the alphabet chart/name chart of kids in the classroom (e.g., “The dddd door. That’s like ddddog and like Ddddddavid”).</p> <p>Readers get used to words they see all the time and can usually figure them out quickly.</p> <p>Readers point under each word they read.</p> <p>Bend 3: Readers Use Many Superpowers All at Once</p> <p>Thinking about the story and reading the pictures all at once.</p> <p>Matching a word with the pictures.</p> <p>Recognizing words in a “snap!”</p> <p>Noticing patterns in our books</p> <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 Word: Concepts of print;</p>	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Hickory, Dickory, Dock</i> by Mother Goose</p> <p><i>Mrs. Wishy Washy</i> by Joy Cowley</p> <p><i>Brown Bear, Brown Bear</i> by Eric Carle</p> <p><i>Things I Like</i> by Anthony Browne</p> <p><i>All By Myself</i> by Mercer Mayer</p> <p><i>Freight Train</i> by Donald Crews</p> <p><i>Koala Lou</i> by Mem Fox</p> <p><i>No, David!</i> by David Shannon</p> <p><i>Caps for Sale: A Tale of a Peddler, some Monkeys, and Their Monkey Business</i> by Esphyr Slobodkina</p> <p><i>Corduroy</i> by Don Freeman</p> <p><i>The Snowy Day</i> by Ezra Jack Keats</p> <p><i>Noisy Nora</i> by Rosemary Wells</p> <p><i>Peter’s Chair</i> by Ezra Jack Keats</p> <p><i>Nobody Notices Minerva</i> by Wednesday Kirwan</p> <p><i>The Farm Concert</i> by Joy Cowley</p> <p><i>“The Itsy Bitsy Spider”</i> by Rosemary Wells</p> <p><i>Mr. Popper’s Penguins</i> by Richard Atwater and Florence Atwater (Chapter Book read aloud)</p> <p>Teacher Resources:</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit 2: Readers Read, Think, and Talk about Emergent Story Books (Available on the shared drive)</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>Assessment(s):</p>

<p>language and literacy concepts.</p> <ul style="list-style-type: none"> • You read left to right and then go back to the left to start a new line. • Words are groups of letters with a space on either side. • There is a difference between a word and a letter. • There are uppercase and lowercase letters. • A letter is always the same and you look at parts to identify it. • The first word in a sentence is on the left and the last word in a sentence is before the ending punctuation mark. • The first letter in a word is on the left and the last letter in a word is right before the space (or ending punctuation). • Check the picture to help figure out what the words say • Select at least ten books at their independent level (approximately aa-C) to hold for the week in order to read with high volume. 	<p>the differences between a letter and a word and an awareness of the concept of a word.</p> <p>Letter Knowledge: Distinguishing Letters in Print and Letter Names</p> <p>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p>	<ul style="list-style-type: none"> • Fountas and Pinnell Beginning of the Year Assessment Expectations: <p>On Benchmark: (Level aa or A)</p> <p>Exceeds Expectations: (Level B)</p> <p>Far Exceeds Expectations: (Level C or above)</p>
--	--	---

**Readers Workshop Unit 3 ~ Readers Study Patterns in Big Books and Little Books to Help Us Read
and Talk about Books
November/ December (5-6 weeks)
Second Marking Period**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This fourth unit is designed to teach children to orchestrate sources of information—meaning, syntax, and visual (graphophonic) to read even more conventionally. The unit begins by teaching children that readers can be swept along by the patterns in their books, and that the pattern can give a reader strength to solve the non-patterned or new parts of their books. This readers workshop unit mirrors the work being done in writers workshop as students write their own pattern books.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Using patterns to figure out tricky parts of the book. • Match one-to-one with crisp pointing under words that are being read. • Check the picture to help figure out what the words say • Recognize sight words from page to page and book to book. • Hold onto patterns in their texts and use these as a support when they read. • Select at least ten books at their independent level (approximately A-E) to hold for the week in order to read with high volume. • Not give up, pass over, or ignore hard parts in a book. • Use everything at their disposal to figure out hard parts in a text. • Read privately or in partnerships. • Using the pictures to story-tell • Pointing to and reading familiar words • Using what one remembers about the story to figure out how the entire text goes. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Readers are Active Problem Solvers Who Use Everything Possible Including Each Other to Read Books</p> <ul style="list-style-type: none"> ○ Focusing on the mechanics of reading ○ Getting Books into Children’s Hands and Assigning Partnerships ○ Shopping for Books ○ Readers Figure Out How to Read the Story <p>Bend 2 Readers Think Between Books—We Don’t Just Read Through Books, Slam Them to the Side and Say, ‘I’m done.’</p> <ul style="list-style-type: none"> ○ Thinking and discussing as readers ○ Readers can Read Emergent Story Books with a Partner—and Notice Connections between Texts ○ Marking pages with sticky notes to prepare for conversations with partners. ○ Making connections between books <p>• Bend 3: Readers Invent Fun Things to do With Our Books</p> <ul style="list-style-type: none"> ○ Approaching texts with higher levels of confidence and flexibility. ○ Reading with character voices <p>Word Study/Phonics:</p> <p>Phonological Awareness: Hearing Beginning and Ending Sounds</p> <p>High Frequency Words:</p> <p>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p> <p>Letter Knowledge: Forming Letters and Letter Names</p>	<p>Mentor Texts (Instructional Read Aloud):</p> <p>Various mentor texts that match student interests and teacher preferences.</p> <p>Teacher Resources:</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit 4: Readers Use the Pattern to Figure out Tricky Parts of the Book (Available on the shared drive)</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>Assessment(s):</p> <ul style="list-style-type: none"> • Concepts of Print Visit the Shared Drive for download. <p>Below benchmark: 4 points or less Slightly below benchmark: 5 points On benchmark: 6-9 points Far exceeds benchmark: 10+ points</p> <ul style="list-style-type: none"> • Letter Identification Assessment: Download from Shared Drive <p>Below benchmark: 11 letters identified or less Slightly below benchmark: 12-17 letters On benchmark: 18-29 letters Far exceeds benchmark: 30+ letters</p> <ul style="list-style-type: none"> • Letter Sound Assessment <p>Visit the Shared Drive for download. Below benchmark: 4 or below letter sounds Slightly below benchmark: 5-8 letter</p>

		<p>sounds On benchmark: 9-13 letter sounds Far exceeds benchmark: 14+ letter sounds</p> <p>•High Frequency Word List</p> <p>Visit the Shared Drive for Download</p> <p>Below benchmark: 2 or below Slightly below benchmark: 3-6 word On benchmark: 7-9 words Far exceeds benchmark: 10+ words</p> <p>•Fountas and Pinnell Beginning of the Year Assessment Expectations:</p> <p>On Benchmark: (A or B) Exceeds Expectations: (Level C) Far Exceeds Expectations: (Level D or above)</p>
--	--	---

Readers Workshop Unit 4 ~ Readers Use All Our Powers to Actually Read
January (4 weeks)
Second Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit builds the foundational skills needed for children to become proficient readers. Children will use all that they have been learning about reading in word study time, writers workshop and reading workshop to actually begin reading the words in books and in the world. This does not mean that every student will be a conventional reader by the end of the unit, but they will move closer to conventional reading. Students will locate words, using initial sounds, integrating sources of information, reading with prosody and expression, one-to-one matching, prediction, monitoring for sense, envisionment, and developing concepts of print. The texts that are used as mentor texts in this unit of study are integral to the unit. The large portion of the texts that students will be reading will be texts they are familiar with (ones that you have read and used as a class together many times) and ones that the children have co-constructed on written with the teacher. Concentration should be with books that are “How-to” books as to support the writing in writers workshop. Students might practice reading books that are not as familiar, but are highly supportive with concepts and themes (such as “How-to”) that are familiar and that includes language patterns students are apt to use or ones they have heard often during shared and read-aloud.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Locating words • Using initial sounds • Integrating sources of information • Reading with prosody and expression • One-to-one matching • Prediction • Monitoring for sense • Envisionment • Developed concept of print • Moving from left to right when reading multiple lines of print. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p style="text-align: center;">Bend 1: Readers Can Be Swept Along by Patterns in Books</p> <p>Attend to print in a text Cross-check attempts on tricky words with more than one strategy—use the picture, the pattern, and the beginning letters. Ask questions: “Would that make sense here?” “What would sound right in this book?” “Look close at the word.” Introduce strategies to help children read proficiently as they move to a higher text level Ways to use strategies with some flexibility</p> <p style="text-align: center;">Bend 2: Readers Use the Pattern to Figure Out Tricky parts of the Book</p> <p>Patterns can help a reader read with fluency. Small group work around fluency Dramatic shared reading</p> <p style="text-align: center;">Bend 3: We Can Dramatize and Make Our Books Come Alive</p> <p>Readers can make books sound better and better. Partners can help make our books come alive.</p> <p style="text-align: center;">Bend 4: Readers can “See Through” the Pattern to Figure out What the Book is Really About</p> <p>Pattern books can be designed to tell a story or designed more like lists or information books. Search for books with characters that do things and say things across pages. Search for books that are more like information books, or lists.</p> <p>Word Study/Phonics:</p> <p>At this point in the year many students are ready to work with short vowel spelling patterns such as <i>-at, an, -in, -it, -</i></p>	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>How to be a Friend</i> by Marc Brown Other “How-to” books <i>Things I Like</i> by Anthony Browne <i>The BFG</i> by Roald Dahl (Daily oral read aloud chapter book.)</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit 3: Readers Use All Our Powers to Actually Read (Available on the shared drive) <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>Assessment(s):</p> <ul style="list-style-type: none"> • Concepts of Print Visit the Shared Drive for download. Below benchmark: 8 points or below Slightly below benchmark: 9 points On benchmark: 10-12 points Far exceeds benchmark: 13 points • Letter Identification Assessment: Download from Shared Drive <p>Below benchmark: 17 letters identified or less Slightly below benchmark: 18-29 letters On benchmark: 30-41 letters Far exceeds benchmark: 42+ letters</p> <ul style="list-style-type: none"> • Letter Sound Assessment <p>Visit the Shared Drive for download. Below benchmark: 8 or below letter sounds Slightly below benchmark: 9-14 letter sounds</p>

<ul style="list-style-type: none"> • One-to-one pointing • Match the number of words they say to the number of words on the page • Attend to more words in familiar and environmental print • Use a pointer to read words around the room. • Read books alone or with a partner that have been co-created in the classroom during interactive writing. • Select at least ten books at their independent level (approximately aa-C) to hold for the week in order to read with high volume. 	<p><i>op, -ot</i> and <i>-an</i>. Small groups might be formed for word study based on the needs of students.</p> <p>Phonological Awareness: Hearing Beginning Sounds, Middle, and Ending Sounds</p> <p>High Frequency Words:</p> <p>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p> <p>Letter Knowledge: Letter Formation</p> <p>Letter/Sound Relationships: Beginning Sounds</p> <p>Simple CVC pattern (e.g., -at)</p> <p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p>	<p>On benchmark: 15-19 letter sounds Far exceeds benchmark: 20+ letter sounds</p> <ul style="list-style-type: none"> • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 5 or below Slightly below benchmark: 6-11 word On benchmark: 12-17 words Far exceeds benchmark: 18+ words • Fountas and Pinnell Beginning of the Year Assessment Expectations: On Benchmark: (Level B) Exceeds Expectations: (Level C) Far Exceeds Expectations: (Level D or above)
--	---	--

Readers Workshop Unit 5 ~ Learning About Ourselves and Our World: Reading for Information
February/March (5 weeks)
Second/Third Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit is designed to teach youngsters how to discover more about the world through information books. At the start of the unit readers will learn that when a reader reads and rereads information books a reader closely studies pictures to learn more. Readers will learn that the front and back covers of books give clues about the book's main idea. This skill will reinforce the Common Core State Standard skill of identifying the front cover, back cover, and title page of books. At the final part of the unit students by learning two big things: how to combine their learning from more than one book and how to compare and contrast books. The learning within this unit of study will be supported with interactive writing in writers workshop.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Think and speak in ways that help them make sense of their experiences, using particular words to talk about specific activities or places. • Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)." • Carry on and continue a conversation through multiple exchanges. • Share with a long-term reading partner newly acquired facts or words by turning and opening to specific pages. • Strengthen technical vocabularies • Articulate own ideas • Use the back cover and front cover of the book and what one already knows about a topic to help read each page. • Confirm initial thinking about a topic or book as one 	<p>Bend 1: Readers Work Hard to Learn Information Reread the title and say back across his fingers some of the facts s/he learned. Share new learning and thinking with a reading partner. Techniques to question one another to get partners to say more about their thinking and learning.</p> <p>Bend 2: Nonfiction Readers See More than the Text on the Page Monitor for meaning strategies. Collect new vocabulary and facts. Synthesize various pieces of text so that to begin to develop big ideas around topics. Formulate ideas. Emphasize how partnerships can work together to study pictures in books.</p> <p>Bend 3: Nonfiction Readers Can Read More than One Book about a Topic to Compare and Contrast How to combine learning from more than one book. How to compare and contrast books. Noticing what authors want the reader to learn about a topic.</p> <p>Word Study/Phonics:</p> <p>Phonological Awareness: Blending syllables Hearing Beginning, Middle, and Ending Sounds</p> <p>High Frequency Words: At this point in the year plenty of time should be spent on high-frequency words. (See them in print, talk about what the word looks like, learn the words using movement).</p> <p>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p> <p>Letter Knowledge: Letter formation</p>	<p>Mentor Texts (Instructional Read Aloud):</p> <p>Teacher selected nonfiction texts to support unit goals.</p> <p><i>Lost and Found</i> by Oliver Jefers (Chapter book daily read aloud)</p> <p>Teacher Resources:</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit 6 (Available on the shared drive)</p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to</i> Teaching 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>Assessment(s):</p> <ul style="list-style-type: none"> • Concepts of Print Visit the Shared Drive for download. <p>Below benchmark: 9 points or less Slightly below benchmark: 10-12 points On benchmark: 13 points Far exceeds benchmark: N/A</p> <ul style="list-style-type: none"> • Letter Identification Assessment: Download from Shared Drive <p>Below benchmark: 29 letters identified or less Slightly below benchmark: 30-41 letters On benchmark: 42-59 letters Far exceeds benchmark: N/A</p> <ul style="list-style-type: none"> • Letter Sound

<p>moves from page to page.</p> <ul style="list-style-type: none"> • Identify, with support, the main idea of the book and retell key details of the text. • Look closely at the visuals in a book and take a guess at what an unknown word means. • Pointing out and labeling parts • Read the words and use the pictures to add to understanding of topics. • Match one-to-one with crisp pointing under words that are being read. • Check the picture to help figure out what the words say • Recognize sight words from page to page and book to book. • Hold onto patterns in their texts and use these as a support when they read. • Select at least ten books at their independent level (approximately A-E) to hold for the week in order to read with high volume. 	<p>Letter/Sound Relationships: Beginning Sounds and Ending Sounds</p> <p>Simple CVC Pattern (e.g., <i>-at</i>)</p>	<p>Assessment</p> <p>Visit the Shared Drive for download. Below benchmark: 12 or below letter sounds Slightly below benchmark: 13-19 letter sounds On benchmark: 20-26 letter sounds Far exceeds benchmark: N/A</p> <ul style="list-style-type: none"> • High Frequency Word List <p>Visit the Shared Drive for Download Below benchmark: 8 or below Slightly below benchmark: 9-16 words On benchmark: 17-24 words Far exceeds benchmark: 25+ words</p> <p>Fountas and Pinnell Beginning of the Year Assessment Expectations:</p> <p>On Benchmark: (Level B) Exceeds Expectations: (Level C) Far Exceeds Expectations: (Level D or above)</p>
--	--	--

Readers Workshop Unit 6 ~ Readers Get to Know Characters and Styles of Books
March/April (4 weeks)
Third/Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit capitalizes on children’s natural inclination for imitation and role-playing by inviting them to do the same sort of pretending with the characters in their books. Students will come to know characters they read about and the stories in which they live with intimacy. Children will leave this unit with a finely developed sense of story elements (character, setting, and story elements), but also with a richer understanding of how these three elements, when considered alongside each other can help readers understand characters more deeply.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Getting to know characters by readers theatre. • Important, authentic, high-level reading work. • Sophisticated inferring • Role playing to better understand how characters might be feeling and what they could be thinking. • Act out a scene in a story. • Identify common characters, settings, and the major points in a story. • Discuss character adventures and new character experiences of new characters. • Move up the levels of text difficulty by using reading strategies. • Determine characters’ moods by focusing on the illustrations and photographs while paying close attention to characters’ facial expressions, body language and gestures. • Develop fluency and intonation • Match one-to-one with crisp pointing under words that are being read. • Check the picture to help 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Readers Have Strategies for Getting to Know a Character Getting to know characters in meaningful ways Revisiting the book walk to learn more about characters Paying attention to the ending of stories Readers focus on the illustrations and photographs while paying close attention to characters’ facial expressions, body language and gestures.</p> <p>Bend 2: Readers Can Work with Partners to Pretend We Are Characters in Our Books Use clues in the text and illustrations to infer and to better understand character traits Begin to imagine how a character is feeling and what the character(s) is thinking</p> <p>Bend 3: Readers Perform Books in Reading Clubs to Become Experts about Characters and Stories Use performance to help to understand characters in deeper ways. Reading and rereading books is an important part of the work needed in order to perform a character’s role.</p> <p>Word Study/Phonics:</p> <p>Introduce simple spelling patterns (-at, -an, -in, -it, -op, -ot) to support students who are reading or getting ready to read levels C/D/E. Phonemic awareness activities; blend and segment onsets and rimes of single-syllable words. Sort words that have the same spelling patterns. Manipulate letters to make new words.</p> <p>Phonological Awareness: Blending syllables Hearing Beginning, Middle, and Ending</p>	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Piggie Pie</i> by Margie Palatino <i>Fly Guy</i> by Ted Arnold <i>Chrysanthemum</i> by Kevin Henkes <i>Biscuit</i> by Alyssa Satin Capucilli and Pat Schorie <i>The Curious Garden</i> by Peter Brown <i>Knufflebunny</i> by Mo Willems <i>Mrs. Wishy Washy</i> by Joy Cowley <i>Two of a Kind</i> by Jacqui Robbins <i>A Bedtime Story</i> by Mem Fox <i>The Zoo</i> by Suzy Lee <i>A Monster Sandwich</i> <i>What’s for Lunch?</i> <i>Caps for Sale: A Tale of a Peddler, some Monkeys, and Their Monkey Business</i> by Esphyr Slobodkina <i>Hickory, Dickory, Dock</i> by Mother Goose <i>Mrs. Wishy Washy</i> by Joy Cowley <i>Brown Bear, Brown Bear</i> by Eric Carle <i>All By Myself</i> by Mercer Mayer <i>Freight Train</i> by Donald Crews <i>Koala Lou</i> by Mem Fox <i>No, David!</i> by David Shannon <i>Corduroy</i> by Don Freeman <i>The Snowy Day</i> by Ezra Jack Keats <i>Noisy Nora</i> by Rosemary Wells <i>Peter’s Chair</i> by Ezra Jack Keats <i>Nobody Notices Minerva</i> by Wednesday Kirwan <i>The Farm Concert</i> by Joy Cowley</p> <p>Teacher Resources:</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit 8: Readers Get to Know Characters by Pretending and by Performing Our Books(Available on the shared drive)</p>

<p>figure out what the words say</p> <ul style="list-style-type: none"> • Recognize sight words from page to page and book to book. • Hold onto patterns in their texts and use these as a support when they read. • Select at least ten books at their independent level (approximately A-E) to hold for the week in order to read with high volume. 	<p>Sounds</p> <p>High Frequency Words:</p> <p>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p> <p>Letter Knowledge: Letter Formation</p> <p>Letter/Sound Relationships Beginning and ending sounds</p> <p>Simple CVC patterns (-an, and -ay)</p>	<p><u><i>The Continuum of Literacy Learning</i></u> <u><i>Grades PreK-8 A Guide to</i></u> Teaching 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>Fountas and Pinnell Beginning of the Year Assessment Expectations:</p> <p>On Benchmark: (Level C) Exceeds Expectations: (Level D-E) Far Exceeds Expectations: (Level F or above)</p>
--	--	---

Readers Workshop Unit 7 ~ Readers Are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books
May/June (5 weeks)
Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit teaches children more strategies for word solving, cross-checking, self-correcting, and meaning-making, and to model for them the resilience of careful readers. Students will be reading privately or in partnerships while the classroom teacher conducts interviews, individual conferences, guided reading groups to help children integrate sources of information as they read, and strategy lessons to address the diverse needs of young readers. The unit overall supports the Common Core Standards to teach children a variety of strategies to tackle unfamiliar words, particularly in the foundational skills, and to be able to ask and answer questions about unknown words in a text.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Match one-to-one with crisp pointing under words that are being read. • Check the picture to help figure out what the words say • Recognize sight words from page to page and book to book. • Hold onto patterns in their texts and use these as a support when they read. • Select at least ten books at their independent level (approximately A-E) to hold for the week in order to read with high volume. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Readers Notice When There Is a Tricky part and We Take Action Strategies to use to check a word Looking at pictures to figure out hard parts. Making sure the words we say match the words in the book. Thinking about what is happening in the story to help uncover new words. Working hard to figure out new words.</p> <p>Bend 2: Readers Reread with Purpose Rereading to determine what’s happening. Paying close attention to know what is happening. Going back to the beginning when we get confused.</p> <p>Bend 3: Partners Help Each Other When There Are Tricky Words and/or Parts Coaching a partner and not just telling them the word. Listening, rereading, and thinking alongside my partner. Retelling a story to a partner.</p> <p>Word Study/Phonics:</p> <p>During this month shared reading plays an integral part in bridging word study and readers workshop.</p> <p>Phonological Awareness: Blending onset and rimes during phonemic awareness work. Hearing/Substituting sounds Hearing Sounds in Sequence Hearing Middle Sounds Syllables</p> <p>High Frequency Words:</p> <p>Continue adding one high-frequency word a week to the word wall and providing time to practice with partners or in small groups.</p>	<p>Mentor Texts (Instructional Read Aloud): <u>Call Me Gorgeous!</u> By Giles Milton and Alexandra Milton <u>A Couple of Boys Have the Best Week Ever!</u> By Marla Frazee <u>Hoptoad</u> by Jane Yolen <u>I’m Bad!</u> By Kate McMullen <u>Kitten’s First Full Moon</u> by Kevin Henkes <u>Rain</u>, by Manya Stojic <u>39 Uses for a Friend</u> by Harriet Ziefert <u>The Zoo</u> by Suzy Lee <u>The Boss Baby</u> by M. Frazee <u>When Sophie Gets Angry- Really, Really Angry</u> by Molly Bang <u>Ice Cream</u> by Elisha Cooper <u>Long Night Moon</u> by Cynthia Rylant <u>I Stink!</u> By Kate and Jim McMullan</p> <p>Teacher Resources:</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit 7: Readers Are Brave and Resourceful When We Encounter Hard Words or Tricky Parts in Our Books for the Phonics/Word Study Section.</p> <p>(Available on the shared drive)</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>Daily Café</u> by Gail Boushey and Joan Moser</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • Concepts of Print Visit the Shared Drive for download. <p>Below benchmark: 11 points or less</p>

	<p>Letter Knowledge: Uppercase and Lowercase letter formation</p> <p>Letter/Sound Relationships Beginning and Ending Sounds</p> <p>Simple Spelling CVC patterns Short vowels Consonant blends and digraphs</p>	<p>Slightly below benchmark: 12 points On benchmark: 13 points Far exceeds benchmark: N/A</p> <ul style="list-style-type: none"> • Letter Identification Assessment: Download from Shared Drive <p>Below benchmark: 39 letters identified or less Slightly below benchmark: 40-53 letters On benchmark: 54 letters Far exceeds benchmark: N/A</p> <ul style="list-style-type: none"> • Letter Sound Assessment Visit the Shared Drive for download. Below benchmark: 14 or below letter sounds Slightly below benchmark: 15-25 letter sounds On benchmark: 26 letter sounds Far exceeds benchmark: N/A • High Frequency Word List Visit the Shared Drive for Download Below benchmark: 16 or below Slightly below benchmark: 17-24 words On benchmark: 25-34 words Far exceeds benchmark: 35+ words <p>Fountas and Pinnell Beginning of the Year Assessment Expectations: On Benchmark: (Level C) Exceeds Expectations: (Level D-E) Far Exceeds Expectations: (Level F or above)</p>
--	---	---

KINDERGARTEN WRITING

Writers Workshop ~ Writers Build Good Writing Habits; Launching Writers Workshop

~Unit 1 September/October (5-6 weeks)

First Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: This unit is based upon the premise that at the start of school, we must not waste a minute before issuing a broad and generous invitation to be sure each child feels at home in the world of written language. Our goal is to offer the children the opportunity to bring their lives to school and to put their lives on the page. Through the writing community, students will. Drawings, written words, and oral commentary will capture that meaning. While participation in shared, interactive, and modeled writing exposes students to various means of communication, it also allows students to implement those techniques in their own writing. Students are encouraged to write as best they can throughout this unit.</p> <p>Outcomes</p> <ul style="list-style-type: none"> • view themselves as writers as well as listen to others • build a community of writers • offer and accept feedback to and from their peers • pay attention and share details of their own lives through various means • understand how to build a writing community where students listen and learn from each other, how to gather ideas from read-a-louds and how to translate that information into their own writing • Writers use pictures and/ or words to communicate with one another and to express our ideas 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: We Are All Writers</p> <p>Adding to pictures and words- and sometimes starting a new piece of paper or a new story.</p> <p>Writers have special tools and we keep our tools in special places</p> <p>We use what we know about letters and sounds to spell words when we write.</p> <p>Planning for where we will keep our stories so we can return to them another day.</p> <p>Bend 2: Writing Teaching Books</p> <p>Writing more, and more, and more.</p> <p>Stretching out words to hear sounds, stretching out stories, writing a bunch of pages.</p> <p>Bend 3: Writing Stories</p> <p>Adding feelings to our stories.</p> <p>Bend 4: Preparing for Publication</p> <p>Fixing and Fancying up writing before publishing. Fixing up writing by letting others read it. Rereading our writing with our fingers. Checking our words. Celebrating our reading by “Reading into the Circle”</p>	<p>Mentor Texts (Instructional Read Aloud): <i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. <i>A Bedtime Story</i> by Mem Fox <i>Three Billy Goats Gruff</i> a Norwegian Folk Tale <i>The Crayon Box That Talked</i> by Shane Derolf <i>When I Was Five</i> by Arthur Howard <i>Mud</i> by Mary Lyn Ray <i>Beach</i> by Elisha Cooper <i>Birds</i>, by Kevin Henkes <i>Call Me Gorgeous!</i> By Giles Milton and Alexandra Milton <i>A Couple of Boys Have the Best Week Ever!</i> By Marla Frazee <i>Hoptoad</i> by Jane Yolen <i>I'm Bad!</i> By Kate McMullen <i>Let's Play Basketball</i> by Charles R. Smith <i>A Boy, A Dog, and A Frog</i> by Mercer Mayer <i>Pancakes for Breakfast</i>, by Tomie DePaolo <i>Kitten's First Full Moon</i> by Kevin Henkes <i>Rain</i>, by Manya Stojic <i>39 Uses for a Friend</i> by Harriet Ziefert <i>The Zoo</i> by Suzy Lee <i>The Boss Baby</i> by M. Frazee <i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang <i>Ice Cream</i> by Elisha Cooper <i>Birdsongs</i> by Betsy Franco and Steve Jenkins <i>Long Night Moon</i> by Cynthia Rylant <i>I Stink!</i> By Kate and Jim McMullan <i>Big Alaska: Journey Across America's Most Amazing State</i> by Debbie S. Miller</p> <p>Teacher Resources: http://readingandwritingproject.com/</p> <p>Core Curriculum Content Standards http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>Lucy Calkins Units of Study - The Nuts and bolts of Teaching Writing, Launching the writing Workshop</p>

One to One- The Art of Conferring with Young Writers - Calkins, Hartman, White
6+1 Traits of Writing
Pg. 29 - Making Process Learning Concrete (Play dough lesson)

Launching the Writing Workshop: Book 1, Units of Study for Primary Writing: A Yearlong Curriculum by Lucy Calkins
(Part one of this unit)

Units of Study for Narrative, Information, and Opinion Writing Written by Lucy Calkins and her colleagues at The Reading and Writing Project Published by Heinemann

Assessment:
Narrative Writing Checklist
Writing Progressions

*Please draw or write about a true story.
Students should have a picture and may or may not have letters, words, or labels on the paper.*

Writers Workshop ~ Writing For Readers
Unit 2 October/November (4 weeks)
First Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: Our focus will be to help the children use strategies for making clearer, richer stories, to strengthen conventions and mechanics of their writing. This unit will focus on <i>true story</i> writing. The children will become accustomed to thinking of a story, capturing it in drawings, and words that span pages, and doing all of this in ways that they, and others, can read. The use of personal and class word walls, alphabet charts, classmates name list, and vowel charts will assist the children in adding more to their writing. It will be important that children can reread the books they write, turning the pages from front to back, reading them from left to right, top to bottom. They will continue to work in partnerships telling their story using rich, oral storytelling language and then reading the print, touching the words as they read them. Throughout this unit students are encouraged to write as best they can.</p> <p>Outcomes</p> <ul style="list-style-type: none"> • Writers can share their personal experiences. • Writers tell and write stories in sequential order. • Writers understand that every experience can be turned into a piece of writing 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1- Writing Stories that People Can Really Read</p> <p>Bend 2- Tools Give Writers Extra Power</p> <p>Bend 3- Partnering for Revision: Making Stories More Fun to Read</p> <p>Bend 4- Preparing for Publication</p>	<p>Mentor Texts (Instructional Read Aloud): <i>Owl Moon</i>, by Jane Yolen <i>A Chair for My Mother</i>, by Vera Williams <i>Koala Lou</i>, by Mem Fox <i>The Boss Baby</i> by M. Frazee <i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang</p> <p>Teacher Resources: <i>Lucy Calkins Units of Study: Writing For Readers</i> (Narrative) Unit 2</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit</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</p> <p>Assessment:</p> <p>Publication/Celebration by: End of Unit Students will write a narrative piece. Bringing true stories to life.</p> <p>Informal assessments:</p> <ul style="list-style-type: none"> • Observation • Conference notes • Daily writing samples <p>Writing Checklist for Narrative Writing Writing Progressions</p>

Writers Workshop Unit 3 ~ Books Using Author’s Patterns to Write Our Own Pattern Books
November/ December (5-6 weeks)
Second Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: The first part of the unit is all about creating energy for the unit. Writers will see how their reading of pattern books leads to writing their own pattern books. Students will learn that pattern books are not just for repeating words, but to communicate meaning. The opening to this unit emphasizes making books and creating a more personalized literary. The unit focuses on helping students to write by using patterns. Creativity is still encouraged so that all students do not write the same pattern the see in books they are reading. The unit does not encourage a “pattern of the day”, but rather using the reading done in shared reading and partner reading to develop one’s own style. Writers will use their own language, and express the own ideas. Characteristics of pattern books will be noticed by writers.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Independently author pattern books • Notice patterns in books, as well as other characteristics of pattern books; sight words, repeating sentence structures, the ways that pattern books communicate meaning. • Writing single word labels on the writing line underneath pictures in a book. Writing two-word labels on the writing line underneath pictures in a book. • <i>Some writers might</i> put spaces between words. • Reread their own writing pointing under words. • Use patterned language to communicate meaning. Write using first and last letters. • Label four to six items 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Writing Our Own Pattern Books</p> <p>Finding topics and ideas to write about- topics that writers know a lot about and matter to them.</p> <p>Pattern books communicate meaning. Pattern books use patterned language to communicate meaning. Word pattern carries meaning across pages. Adding pictures so that the reader can search to find the meaning of the book Changing the pattern on the last page by reversing the pattern</p> <p>Bend 2: Writing Fancier Pattern Books</p> <p>Writing a pattern book that means something.</p> <p>Writing to convey information, an idea, or a story.</p> <p>The title of a book holds all the pages together.</p> <p>Using the ending to help a reader understand what is really trying to be said.</p> <p>Putting down a letter for every sound that is heard when stretching out a word.</p> <p>Bend 3: Pattern Books with an Opinion</p> <p>Writing to compose opinion pieces and tell the reader the topic and state an opinion or preference about the topic.</p> <p>Stating an opinion clearly by saying what one thinks or how they feel in the title, the beginning, or ending of a story.</p> <p>Using dialogue to capture the opinion voice.</p> <p>Bend 4: Finishing Up Our Books, Getting Ready to Present Our Work</p> <p>Publishing and celebrating</p>	<p>Mentor Texts (Instructional Read Aloud):</p> <p>Various pattern books Pattern books with a seesaw pattern</p> <p>Teacher Resources: <u><i>Lucy Calkins Units of Study: Writing For Readers</i></u> (Narrative) Unit 2</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit 4: Writing Pattern Books to Read, Teach, And Write</p> <p>Assessment:</p> <p>Anecdotal Records Notices:</p> <p>Volume of writing: Finishing many pattern books.</p> <p><i>Some writers might</i> write a sentence or two underneath a picture.</p> <p>Write using first and last letters.</p> <p>Read their own writing</p> <p>Informal assessments:</p> <ul style="list-style-type: none"> • Observation • Conference notes • Daily writing samples <p>Writing Checklist Writing Progressions</p>

Writers Workshop Unit 4 ~ Procedural Writing: How-To
January (4 weeks)
Second Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: In this unit of study writers will teach people how to do something. It is an informational writing unit of study. This type of writing requires explicitness, clarity, sequence, and anticipation for what readers will need, and want, to know. This unit of study supports the informational reading. In the parallel unit of study in readers workshop students are using all their powers to actually read. Students are reading fiction and non-fiction books. This unit intends to support readers who are at the very early stages of reading, working with level aa/A/B books. Students will label their drawings and diagrams, use beginnings and ending sounds in each label and attempt to reread the labels and use one-to-one match when reading. Students will be nudged to leave spaces between words they are writing.</p> <p>Outcomes</p> <ul style="list-style-type: none"> • Writing at least three or more pages to make a booklet. • Stating my opinion and writing my likes and dislikes and why. • <i>Some writers might</i> write sentences alongside each step in each of their procedural books. • <i>Some writers might</i> add little bits of advice and tips to each step in the procedural writing. • <i>Some writers might</i> write procedural books like pattern books standing on the shoulders of the previous unit. • Write with great energy producing lots of little procedural texts. • Read own writing. • Space between words. • Record many sounds for a word. • Rely on sight words when possible. • Revise one or two books extensively. • Spell simple words phonetically. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey. See Unit of Study on the Shared Drive</p> <p>Bend 1: Getting Started Thinking about things we know a lot about and writing how-to titles Writers rehearse how-to's to remember steps and details Using a telling voice when writing Zooming in on pictures</p> <p>Bend 2: Writing So That Readers Can Read Our Writing Using our classroom tools to spell words Finger spacing between words</p> <p>Bend 3: Writers Can Revise Their HowTo's and Make New Ones Even Better Going back to tell more Using cautions, tips, and warnings when writing our books (call-out boxes) Using capital letters and punctuation marks</p> <p>Bend 4: Preparing for Publication Rereading our pieces to make them stronger Editing when fixing up Adding color to pictures Creating book covers About the expert page</p>	<p>Mentor Texts (Instructional Read Aloud): <i>How to Be a Friend</i> by Marc Brown <i>"The Pumpkin Book</i> Look at the page: "How to Carve a Pumpkin" by Gail Gibbons <i>How to Make a Bird Feeder</i> by Liyala Tuckfield <i>How to Make Salsa</i> by Jamie Lucero <i>Make a Valentine</i> by Dale Gordon <i>How to Make a Hot Dog</i> by Joy Cowley <i>Walk On!</i> By Marla Frazee</p> <p>And other procedural writing books-cookbooks, instructions for new toys & games, craft projects to make</p> <p>Teacher Resources: <i>Lucy Calkins Units of Study: Writing For Readers</i> (Narrative) Unit 2 A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit 6 Procedural Writing <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</p> <p>Assessment: Writing Checklist Writing Progression</p> <p>Common Assessment in Non-Fiction Writing Scored with Teachers College Information Rubric</p>

Writers Workshop Unit 5 ~ Looking Closely: Observing, Labeling, and Listing Like Scientists
February/March (5 weeks)
Second/Third Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: The fifth unit of study in kindergarten was written with three important purposes. First it is designed to help children develop the foundational knowledge that will put them in good standing as they move away from emergent toward more conventional reading and writing. By now most students are beginning to read leveled books and are writing in such a way that they can read their own writing. This unit of study encourages students to slow down their reading and writing to write labels and sentences, not whole stories. Children will stretch out words, listening not only to first sounds, but to every sound after that. Students might write list books, pattern books and books with simple sentences that will likely revolve around high-frequency words. Students will see that writing isn't just about writing stories, but is a tool for learning about science. The emphasis of the unit is making observations, collecting information and details, and recording those details on the page through drawing and writing labels and sentences.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Writing across pages to tell different things I know about a topic. • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. • Recall information from experiences or various sources in order to answer questions. • Write about the world • Writing lots of little books. • Write in three-to-five-page booklets • Name a topic and supply some information about a topic. • Stay focused on a single topic. • Capitalize the pronoun I • Write letters for most consonant and short vowel sounds • Spell simple words phonetically. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Living Like Writers, Living Like Scientists Noticing and drawing the details on one's own Practice noticing, drawing representationally Taking one's time for a final product. Record what you see with detail.</p> <p>Bend 2: Writing More! Elaboration, Writing Sentences, Adding Details and Information Nudging writers to write whatever they notice or think or wonder about a topic. Slowing down and listening for more sounds. Complex sentences Variety of language structures and punctuation</p> <p>Bend 3: Scientists Think, Make Connections, Predict, Have Ideas, Compare and Contrast—and So Do Writers! Writing books about parts of an object. Writing more, and more, and more. Using precise words when describing an object, such as scientific vocabulary about topics. Write on booklets that contain a few lines at the bottom of each page.</p>	<p>Mentor Texts (Instructional Read Aloud): <u>Soccer</u> <u>I'm in Charge of Celebrations</u> by Byrd Baylor <u>The Other Way to Listen</u> by Joanne Ryder <u>All the Small Poems and Fourteen More</u> by Valerie Worth</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit 3 Looking Closely</p> <p><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</p> <p><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</p> <p>Assessment: See Unit of Study on the Shared Drive</p> <p>Common Assessment in Information Writing Scored with Teachers College Information Rubric Writing Checklist for information Writing Progression</p> <p>Informal assessments:</p> <ul style="list-style-type: none"> • Observation • Conference notes • Daily writing samples

Writers Workshop Unit 6 ~ Authors as Mentors
March/April (4 weeks)
Third/Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: In this unit of study kindergartners will try to emulate favorite authors like Kevin Henkes and Rosemary Wells. Students will study an author and learn the “cool things” that they do in their writing in order to learn new moves they might try in their own writing. This unit is a focused personal narrative writing unit which is fundamental to children’s success as readers and to their abilities to write in many genres. This unit invites writers to work with independence, exploring the world of books and saying, ‘I want to try writing like that!’ One of the main goals in the unit is to get kids writing on their own topics before showing them the work that published authors have done so that we avoid the common situation of students writing an adaptation of the well-known author’s story.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • <i>Some writers might</i> tell a sequence of events they experienced and show their feelings and thoughts in narrative writing. • Write about one single microevent or link microevents together. • Write about events in sequential order • Tell about what the main character did, said, felt, and thought. • Write two or three narrative stories. • Capitalize the pronoun I • Write letters for most consonant and short vowel sounds • Spell simple words phonetically. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1: Learning to Live Like an Author Drafting a writing by borrowing crafts from an author Thinking about how authors get ideas to write about Writing focused, chronological narratives with details Sketch instead of draw</p> <p>Bend 2: Teaching Children to Notice and Emulate Craft Moves Looking at an author’s work and noticing what the author has done Bring characters to life by adding dialogue Thinking back and adding more Imagining what characters actions and bodies were doing Noticing the different ways that authors ended stories</p> <p>Bend 3: Editing and Fancying Up for Publishing Selecting one book to revise, edit, and make beautiful. Going back to reread Adding details; feeling to faces, writing speech bubbles</p>	<p>Mentor Text: <u><i>Sheila Rae’s Peppermint Stick</i></u> by Kevin Henkes <u><i>Wimberley’s Ice Cream Star</i></u> by Kevin Henkes <u><i>Lily’s Chocolate Heart</i></u> by Kevin Henkes <u><i>Max’s Breakfast</i></u> by Rosemary Wells <u><i>Max’s Bedtime</i></u> by Rosemary Wells <u><i>Max’s Birthday</i></u> by Rosemary Wells <u><i>Max’s First Words</i></u> by Rosemary Wells <u><i>Joshua’s Night Whispers</i></u> by Angela Johnson <u><i>When I was Young in the Mountains</i></u> by Cynthia Rylant</p> <p>Teacher Resources:</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit 8 Authors as Mentors</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</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>

Writers Workshop Unit 7 ~ Persuasive Writing of All Kinds
May/June (5 weeks)
Fourth Marking Period

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals: In this five week unit, we will teach our children that they can make their classroom, their school, and their world a better place by writing. They aren't just producing "pieces" of writing for their folders, they are writing particular kinds of writing for specific audiences. The children will learn that they need to think about what their readers need to know and to write with audience awareness. While they are doing this type of writing, the kindergarteners will develop their skills to meet and exceed the CCSS for kindergarten and even first-grade opinion writing. This unit lays the foundation for some of the work the Common Core considers essential to students' academic and professional success.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Write for a specific audience. • Write for a real purpose. • Write to help make a change. • Convince people to agree with their opinion and persuade them to help fix the problem. • Write opinion in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure. • Write informative/ explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure. • Write narratives in which they recount two or more appropriately sequenced, events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	<p>Units of study are divided into bends, or parts, with each offering a new portion of the journey.</p> <p>Bend 1 Exploring Opinion Writing: Making Our School a Better Place</p> <p>Bend 2 Sending Our Words Out into the World: Writing Letters to Make a</p> <p>Bend 3 Persuasive Writing Projects</p>	<p>Mentor Texts (Instructional Read Aloud): <i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin <i>I Wanna Iguana.</i> by Karen Orloff <i>I Wanna New Room.</i> by Karen Orloff <i>Hey, Little Ant.</i> by Phillip Hoose <i>Red is Best,</i> by Kathy Stinson Audio Recordings: "If I Had a Hammer" by Pete Seeger Video Clips: www.youtube.com/watch?v=ealvk1cSyG8 of a mentor speechmaker</p> <p>Teacher Resources: A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Kindergarten 2011-2012 Unit</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</p> <p>Assessment: Common Assessment in Information Writing Scored with Teachers College Opinion Rubric</p> <p>Informal assessments:</p> <ul style="list-style-type: none"> • Observation • Conference notes • Daily writing samples <p>Writing Checklist for Opinion Writing Writing Progression</p>

Bibliography

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

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

A Curricular Unit of Study for Readers Workshop and Writers Workshop, Kindergarten Written by Lucy Calkins with Colleagues from The Reading and Writing Project, 2011-2012.

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