Englewood Public School District English Language Arts Grades Kindergarten

Teachers College Reading and Writing Project

Units of Study in Opinion, Information, and Narrative Writing, K–5 and Units of Study for Teaching Reading, are new publications from Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project. For each grade level Lucy and her team have designed and piloted a yearlong curriculum founded on the expectations of the Common Core State Standards and built on the experience of decades of intensive literacy instruction with hundreds of thousands of students and educators.

Orton-Gillingham

The Orton-Gillingham method is language-based and success-oriented. The scholars are directly taught reading, handwriting, and written expression as one logical body of knowledge. Learners move step by step from simple to more complex material in a sequential, logical manner that enables scholars to master important literacy skills. The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory, and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. This program provides scholars with immediate feedback and a predictable sequence that integrates reading, writing, and spelling. This comprehensive approach to reading instruction benefits all scholars.

UNIT	TOPIC	Weeks
1	1We Are Readers/Launching the Writing Workshop	
2	Super Powers/Writing for Readers	10
3	Bigger Books, Bigger Reading Muscles/Writing to Teach Others	10
4	Becoming Avid Readers/Using Words to Make a Change	10

Englewood Public School District English Language Arts Kindergarten

Unit 1: We Are Readers/Launching the Writing Workshop

Overview: The themes for Unit 1 are "We Are Readers" and "Launching the Writing Workshop." During this unit students will be introduced to the world of print including; the alphabet, identifying and producing rhymes, and discriminating sounds and words. Students will be introduced to high frequency sight words, color words, and vocabulary related to unit themes. They will also learn beginning comprehension strategies related to story structure in addition to concepts of print, making connections, and retelling. Students will be introduced to writing by telling and writing personal narratives using illustrations, letters, and words. They will learn how to listen to comprehend and speak to communicate. Students will also be introduced to different forms of media, its uses, and how to gather information.

Time Frame: 9 Weeks

Enduring Understandings:

- Students will understand that reading is an active process; it is the key to knowledge and to understanding our world and ourselves.
- Students will understand that reading is a lifetime skill that enhances learning and enjoyment.
- Students will understand that letters and sounds make words and that words have meaning when spoken and read.
- Students will understand that using a writing process helps us communicate our ideas, describe an experience, and inform an audience.
- Students will understand that research is the process of gaining information from a variety of resources.
- Students will understand that language is the way we communicate with each other and share ideas.
- Students will understand that good listening and speaking skills help us better understand each other.
- Students will understand that asking questions help us become better thinkers.
- Students will understand that listening and responding to what we hear develops our understanding and knowledge.
- Students will understand that media can be used for different purposes.

Essential Questions:

- How do good readers employ strategies to help them understand text?
- How do good writers develop their ideas in order to produce stories from personal experiences?
- How do we use our knowledge of letters and sounds to read words?
- How do we use comprehension strategies to understand what we read?
- How can we communicate our ideas and show a purpose through writing?
- Why is it important to solve problems and where can I find the information to answer my questions?
- Does my writing and my speaking make sense?

• How are words built?

• How can I become a better listener and speaker?

Standards	Topics and Objectives	Activities	Resources	Assessments
RF.K.1. Demonstrate	Topics and Objectives Topics	As an introduction to the	Guided Reading:	Unit Benchmark
understanding of the	Topics	unit and school year	https://accounts.learninga-	Assessment:
organization	We Are Readers:	teacher will explain that	z.com/accountsweb/account/lo	Common
and basic features of print.	Introduction to the	students can walk through	gin.do	Formative
		the world reading because	gintoo	Assessment
RF.K.1.A. Follow words	Concepts of Print,	there is so much to read	Text: Units of Study for	Exact Path
from left to right, top to	Launching Reader's		Teaching Reading By Lucy	
bottom, and page by page.	Workshop, Exploring	Introduce daily read-a-	Calkins with Colleagues from	
	Books, and Beginning	louds using unit 1 texts	the Reading and Writing	
RF.K.1.B. Recognize that	Comprehension Strategies	_	Project	Formative
spoken words are				Assessment:
represented in written	Twenty-First Century	Sing and read lyrics to	Unit 1 Bend 1: Launching with	– Participation/
language by specific	Themes and Skills include:	class gathering song, this	Learn-About the World Books:	Observations
sequences of letters.		will be the song used	Lessons 1-9	 Questioning
		throughout the school year		– Running
RF.K.1.C. Understand that	– Information			Records
words are separated by	Literacy	T 1	"We Are Gathering" song	 Discussions
spaces in print.	 Media Literacy 	Lesson 1	lyrics p.2	– Anecdotal
RF.K.1.D. Recognize and	– Social & Cross-	Teaching Point : Today I		Notes
name all upper- and	Cultural Interaction	want to teach you that		 Learning/Res
lowercase letters of the		kindergarten readers read	Getting Ready for the Unit:	ponse Logs
alphabet.	Objectives	the world. A reader is	Octing Ready for the Ont.	– Graphic
arphaoea	- Sjeed (es	someone that walks	– Create table tubs with a	Organizers
RL.K.1. With prompting and	Students will:	through the world on the	variety of books that	 Peer/Self
support, ask and answer		lookout for things to read.	will captivate young	Assessments
questions about key details in	be exposed to different	C	readers (alphabet	 Presentations
a text (e.g., who, what, where,	literary genres including:		books, picture books,	– Visual
when, why, how).			high interest nonfiction,	Representatio
	nursery rhymes,	Teacher will point out	and some leveled texts)	ns
RL.K.2. With prompting and	expository texts,	words around the	 Label Classroom 	– Kinesthetic
support, retell familiar	folktales, fables and	classroom (i.e. colors,	materials and resources	Assessments
stories, including key details	poetry	student names, bulletin		 Individual
		board titles, etc.). Explain		Whiteboards

(e.g., who, what, where,	learn (enjoy/listen to) a	to students that they		– Pre -
when, why, how).	variety of books, poems,	should always be on the	Unit 1 Demonstration Texts	assessment
	chants, songs	lookout for things to read.		
RL.K.3. With prompting and	identify cover, title,	2 mini-lessons	The Carrot Seed by Ruth	G (*
support, identify characters, settings, and major events in	author, illustrator of book	2 mm-lessons	Krauss (HarperCollins)	Summative
a story.			Three Billy Goats Gruff by	Assessment:
	participate in shared and		Paul Galdone (Houghton	– Writers
RL.K.4. Ask and answer	independent reading	Lesson 2	Mifflin Harcourt)	Workshop /
questions about unknown	activities			Conferencing
words in a text.		Teaching Point: Today I	The Beetle Alphabet by Jerry	– Pre - test,
	participate in shared	want to teach you about	Pallotta (Charlesbridge)	test, and daily
RL.K.5. Recognize common	literature discussions	the Reader's Workshop		work
types of texts (e.g., storybooks, poems).		structure, procedures, and	Trucks by Wil Mara (National	– Portfolio
story books, poems).	before, during and/or	book tubs.	Geographic Children's Books)	review
RL.K.6. With prompting and	after reading or listening	3 mini-lessons		 Reading
support, name the author	to a story		Unit 1 Read-a-Louds and	Assessment/
and illustrator of a story and			Shared Reading Books:	Running
define the role of each in	identify characters and			Records
telling the story.	setting with teacher help	Lesson 3	Mrs. Wishy Washy by Joy	 District benchmark or
			Cowley (McGraw-Hill)	interim
RL.K.7. With prompting and support, describe the	make connections to their	Teaching Point: <i>Today I</i>		assessments
relationship between	lives or other stories	<i>want to teach you</i> how to care for the books in our	"Jack and Jill" (children's	– End - of -
illustrations and the story in		classroom. CRP1, CRP2	classic)	unit or tests
which they appear (e.g.,	use prior knowledge		"Willoughby Wallaby Woo"	 Scores that
what moment in a story an		2 mini-lessons	by Raffi (Raffi the Singable	are used for
illustration depicts).	preview text to establish		Songs Collection)	accountability
	an initial impression of		https://www.youtube.co	for schools
RL.K.10. Actively engage in	what the book is about	. .	m/watch?v=sOOZQZlxxC4	(AYP) and
group reading activities with purpose and understanding.	and describe illustrations	Lesson 4		students
pur pose and understanding.	in a book (picture walk)	Teaching Point: Today I	"The Wheels on the Bus"	(report card grades)
SL.K.1. Participate in		want to teach you that	(rhyming text) https://www.youtube.com/watc	– Rubrics
collaborative conversations	participate in an active	readers build stamina by	h?v=p6XdM7gB2IY	– Portfolios
with diverse partners about	discussion about a story	organizing their reading.	arr portain <u>SD211</u>	1 01 (101105
kindergarten topics and texts				Alternative

with peers and adults in	2 mini-lessons	"If You're Happy and You	Assessments:
small and larger groups.		Know It" (rhyming text)	
Second and the Beach		https://www.youtube.com/watc	Basic Reading
SI V 1 A Follow agreed			
SL.K.1.A. Follow agreed-		<u>h?v=0vTil6AEl9Q</u>	Inventory –Johns
upon norms for discussions	Lesson 5		
(e.g., listening to others with			Orton Gilligham
care and taking turns	Teaching Point: <i>Today I</i>		Assessments
speaking about the topics and	want to teach you that	Unit 1 Suggested Texts and	
texts under discussion).	good readers don't just	Resources	
	whip through books really		
SL.K.1.B. Continue a	1 0 1	The Very Hursey Catemillar	
	fast, hardly paying	The Very Hungry Caterpillar	
conversation through	attention to what is on the	by Eric Carle (Philomel Books)	
multiple exchanges.	page. Readers read books		
	cover to cover and use	Where the Wild Things Are by	
SL.K.2. Confirm	their fingers to find all of	Maurice Sendak	
understanding of a text read	the things to look at on a	(HarperCollins)	
aloud or information	page.	· · · · /	
presented orally or through	P-8-	Caps for Sale by Esphyr	
other media by asking and	2 mini-lessons		
• 0	2 mmilliessons	Slobodkina (HarperCollins)	
answering questions about			
key details and requesting		Birds and Their Nests by Linda	
clarification if something is		Tagliaferro (Capstone Press)	
not understood.	Lesson 6		
		Harry the Dirty Dog by Gene	
SL.K.3. Ask and answer	Teaching Point: <i>Today I</i>	Zion (HarperCollins)	
questions in order to seek	want to teach you that		
help, get information, or	•	Knuffle Bunny A Cautionamy	
	everyone is a reader	Knuffle Bunny: A Cautionary	
clarify something that is not	because there are many	Tale by Mo Willems	
understood.	ways that a book can be	(Hyperion)	
	read.		
SL.K.4. Describe familiar			
people, places, things, and	3 mini-lessons		
events and, with prompting	-		
and support, provide			
additional detail.			
auuttonai uctall.			
	Lesson 7		

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

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **Teaching Point:** *Today I want to teach you* that readers have a way to read together.

2 mini-lessons

Lesson 8

Teaching Point: *Today I want to teach you that* partners can work together to read a book (You read a page, I read a page). (**6.1.4.D.3**)

2 mini-lessons

Lesson 9

Teaching Point: *Today I want to teach you that* readers sound like teachers when they read learn-about-world books (**6.1.4.D.3**)

1 mini-lessons

Read-Aloud: Teacher selected from unit 1 texts

 W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a 	TopicsLaunching Writer's WorkshopWorkshopTwenty-First CenturyThemes and Skills include:–The Four C's–Information Literacy–Media Literacy–Social & Cross- Cultural Interaction	Shared Reading: Teacher selected from unit 1 texts Writing Topic 1: We Are Writers Teacher will introduce writing center and explain the procedures for using the materials at the writing center and all the different activities. - Name Writing Activities - Letter Writing Activities - Word Writing Activities	Texts: Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project Unit 1 Bend I: We Are All Writers lessons 1-6 Unit 1 Demonstration Texts The Carrot Seed by Ruth	Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments. Instructors and students will evaluate progress toward writing narrative essays. Instructors will use exemplar pieces of student writing at each
reaction to what happened. W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	Students will:Write lettersMake drawings or sketcheschoose a topicmatch writing to a picture	 Computer Literacy Games (8.1.2.A.1, 8.1.2.A.4) 5 mini-lessons Lesson 1 Show mentor texts and 	Krauss (HarperCollins) <i>Three Billy Goats Gruff</i> by Paul Galdone (Houghton Mifflin Harcourt) <i>The Beetle Alphabet</i> by Jerry Pallotta (Charlesbridge) <i>Trucks</i> by Wil Mara (National	grade level to evaluate developmental needs of students. Alternative Assessments Instructor will maintain a running record of student growth in writing
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	share writing and generating ideas write from left to right, top to bottom	explain that people wrote these books. Explain that <i>Trucks</i> is a teaching book whereas <i>Three Billy Goats</i> <i>Gruff</i> is a story. Point out that you will call children writers. It is not just grown-ups who write to	Geographic Children's Books) Unit 1 Read-a-Louds and Shared Reading Books:	skills. Instructor and students will use rubrics for student self-assessment.

SL.K.4. Describe familiar people, places, things, and events and, with prompting	be introduced to concepts of ideas, conventions, and	teach people what they know. You can do that as well. You think of	Mrs. Wishy Washy by Joy Cowley (McGraw-Hill)	Instructor will provide students with writing checklists for self-
and support, provide additional detail.	organization begin to produce and	something you know about, and then with	"Jack and Jill" (children's classic)	reflection.
SL.K.5. Add drawings or other visual displays to descriptions as desired to	write beginning sounds of a word	drawings and writing, you put what you know on the paper.	"Willoughby Wallaby Woo" by Raffi (Raffi the Singable Songs Collection)	
provide additional detail. SL.K.6. Speak audibly and	see a purpose for writing retell an experience orally	• Teacher will conference with 3- 4 students	<u>https://www.youtube.co</u> <u>m/watch?v=sOOZQZlxxC4</u>	
express thoughts, feelings, and ideas clearly.	produce a written	 2-4 students 2-4 students will share their writing (CRP4) 	"The Wheels on the Bus" (rhyming text) https://www.youtube.com/watc	
L.K.1. Demonstrate command of the conventions	response to a story through pictures or words	(URF4)	h?v=p6XdM7gB2IY	
of standard English grammar and usage when writing or speaking.	contribute regularly to morning message, class	Lesson 2	"If You're Happy and You Know It" (rhyming text) <u>https://www.youtube.com/watc</u>	
L.K.1. A. Print many upper- and lowercase letters.	letters contribute to shared	Teacher will remind students that everyday writing will begin with a	<u>h?v=0vTil6AE19Q</u>	
L.K.1. B. Use frequently occurring nouns and verbs.	writing experiences	mini lesson. Their job is to listen during this part. And then they will try	Unit 1 Suggested Texts and Resources	
L.K.1. C. Form regular plural nouns orally by adding	write first name label objects	what you've taught on their own. Suggest they recruit family members to	<i>The Very Hungry Caterpillar</i> by Eric Carle (Philomel Books)	
/s/ or /es/ (e.g., dog, dogs; wish, wishes).		write. Get them to recall and teach a pretend grandmother how to write	Where the Wild Things Are by Maurice Sendak	
L.K.1. D. Understand and use question words (interrogatives) (e.g., who,		a teaching piece. "Today I want to teach you that after writers write what	(HarperCollins) Caps for Sale by Esphyr	
what, where, when, why, how).		they know about a topic, they don't just say, "I'm done" and relax. No way!	Slobodkina (HarperCollins)	

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

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

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

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

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

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

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

L.K.6. Use words and phrases acquired through conversations, reading and Instead, writers say, "I'm going to look back on my writing and see if I can add more to it." (6.1.4.D.3, 6.1.4.D.4)

> Teacher will conference with 3-4 students
> 2-4 students will share their writing

> > (CRP4)

Lesson 3

Pretend you are stuck and dependent, bothering everyone for requests and directions. (This sets the stage for the kids to learn that they are their own best resource during a workshop.) "Today, I want to teach you that when writers have problems and don't know what to do, they say, 'I can solve this myself.' Then writers come up with solutions to those problems and carry on, writing, writing, writing. That way, writers don't waste precious time!"

Birds and Their Nests by Linda Tagliaferro (Capstone Press)

Harry the Dirty Dog by Gene Zion (HarperCollins)

Knuffle Bunny: A Cautionary Tale by Mo Willems (Hyperion)

being read to, and responding to texts.

Teacher will conference with 3-4 students 2-4 students will share their writing (CRP4)

Lesson 4

Tell the students about a child who pictured what she wanted to write before she began and then put this onto the page, using detailed illustrations. Possibly show an enlarged version of the writing. "Today I want to teach you that once writers have something they want to write about, it helps for them to get that topic in mind before they write. Sometimes writers close their eyes, picture the topic they want to write about, and then put all the details into the picture and words." Model the process of picturing a topic, recording details then checking your mental image for more specifics. (6.1.4.D.3, 6.1.4.D.4)

 Teacher will conference with 3-4 students
 2-4 students will share their writing (CRP4)

Lesson 5

Explain how you are stalled in learning to read what they are writing about because pictures weren't labeled. Explain that writers added labels and that clarified everything. "Today I want to teach you that writers use words as well as pictures to teach people what we know. Writers write words by saying the word slowly and then writing down the first sound they hear." Compare sounding out words to stretching out a rubber band and get children to stretch out words.

> • Teacher will conference with 3-4 students

2-4 students will share their writing (**CRP4**)

Lesson 6

Explain that sometimes you have seen them give up because they do not know what to write or draw. "Writers, I get the "oh-no" feeling, and so do writers all over the world. Today I want to teach you that when writers get that "oh-no"! feeling about an idea they don't quit. They keep trying!" Rally students to persist when they encounter trouble. **Refer to Little Engine that Could, or another book/ story about perseverance**

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

RF.K.1. Demonstrate inderstanding of the organization and basic features of print. RF.K.1.A. Follow words from left to right, top to bottom, and page by page. RF.K.1.B. Recognize that spoken words are	Topics Reading Old Favorite Storybooks; Rereading known texts, reading in the correct page order, 1:1 word correspondence, concepts of Print, Exploring Books, and Beginning Comprehension Strategies	As an introduction to Bend 2, students will listen to and read-a-long with classic nursery rhymes throughout the unit Continue daily read-a- louds using unit 1 tests
represented in written anguage by specific sequences of letters. RF.K.1.C. Understand that words are separated by spaces in print. RF.K.1.D. Recognize and name all upper- and owercase letters of the alphabet.	Twenty-First Century Themes and Skills include: – The Four C's – Information Literacy – Media Literacy – Social & Cross- Cultural Interaction Objectives	Lesson 10 Teaching Point: Today I want to teach you that readers can read stories they have heard many times (6.1.4.D.3) 1 mini-lessons
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	Students will be able to read stories they have heard many times. Students will be able to work hard to make to make the words they read match the page they are reading. Students will be able to get their own old favorite books.	Lesson 11 Teaching Point: <i>Today I</i> <i>want to teach you that</i> readers work hard to make the words they read match the page they are reading (6.1.4.D.3) 2 mini-lessons

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Guided Reading:

https://accounts.learningaz.com/accountsweb/account/lo gin.do

Text: Units of Study for Teaching Reading By Lucy Calkins with Colleagues from the Reading and Writing Project

Bilingual Kid Spot: "30 Popular Nursery Rhymes for Kids in English" <u>https://bilingualkidspot.com/20</u> <u>18/04/23/popular-nursery-</u> <u>rhymes-for-kids-english/</u>

Unit 1 Bend 2: *Reading Old Favorite Storybooks:* Lessons 10-19

"We Are Gathering" song lyrics p.2 **Unit 1 Demonstration Texts** *The Carrot Seed* by Ruth Krauss (HarperCollins)

Three Billy Goats Gruff by Paul Galdone (Houghton Mifflin Harcourt)

The Beetle Alphabet by Jerry Pallotta (Charlesbridge)

Formative Assessment:

- Participation/
 Observations
- Questioning
- Running Records
- Discussions
- Anecdotal Notes
- Learning/Res ponse Logs
- GraphicOrganizers
- Peer/Self
 Assessments
- Presentations
- Visual
- Representatio ns
- Kinesthetic
 Assessments
- Individual
 Whiteboards
- Pre assessment

Summative Assessment:

Writers
 Workshop /
 Conferencing

 RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). 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. 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). RL.K.10. Actively engage in group reading activities with purpose and understanding. SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in 	 Students will be able to use character words. Students will be able to reread old favorite books. Students will be able to use special connecting words to put storybook pages together. Students will use words from their old favorite books to re- tell their stories. Students will point to and read some words in their old favorite stories. Students will share their old favorite books with a partner. 	Lesson 12 Teaching Point: Today I want to teach you that readers know how to get their own old favorite books 1 mini-lessons Lesson 13 Teaching Point: Today I want to teach you that readers use exact character words 2 mini-lessons Lesson 14 Teaching Point: Today I want to teach you that readers reread old favorite books, remembering to say more and more of the story 2 mini-lessons	Trucks by Wil Mara (National Geographic Children's Books)Unit 1 Read-a-Louds and Shared Reading Books:*Refer to pg. 94 We Are Readers and teachers-make note of the Read-Aloud and Shared reading section- pgs. 114-130Mrs. Wishy Washy by Joy Cowley (McGraw-Hill)"Jack and Jill" (children's classic)"Willoughby Wallaby Woo" by Raffi (Raffi the Singable Songs Collection) https://www.youtube.co"The Wheels on the Bus" (rhyming text) https://www.youtube.com/watc h?v=p6XdM7gB2IY"If You're Happy and You Know It" (rhyming text) https://www.youtube.com/watc h?v=0vTil6AEl9Q	 Pre - test, test, and daily work Portfolio review Reading Assessment/ Running Records District benchmark or interim assessments End - of - unit or tests Scores that are used for accountability for schools (AYP) and students (report card grades) Rubrics Portfolios Alternative Assessments: Basic Reading Inventory – Johns Orton Gilligham Assessments
small and larger groups.				

SL.K.1.A. Follow agreed-	Students will celebrate and	Lesson 15	Unit 1 Suggested Texts and
upon norms for discussions (e.g., listening to others with	demonstrate reading old favorite books with others.	Topphing Doint: Today I	Resources
care and taking turns	avonte books with others.	Teaching Point: <i>Today I</i> <i>want to teach you that</i>	The Very Hungry Caterpillar
speaking about the topics and		readers use special	by Eric Carle (Philomel Books)
texts under discussion).		connecting words to put	by Life Carle (1 momer books)
texts under discussion).		storybook pages together	Where the Wild Things Are by
SL.K.1.B. Continue a		storybook pages together	Maurice Sendak
conversation through		2 mini-lessons	(HarperCollins)
multiple exchanges.		2 11111 10550115	(mupercomms)
manuple exchanges.			<i>Caps for Sale</i> by Esphyr
SL.K.2. Confirm			Slobodkina (HarperCollins)
understanding of a text read		Lesson 16	
aloud or information			Birds and Their Nests by Linda
presented orally or through		Teaching Point: Today I	Tagliaferro (Capstone Press)
other media by asking and		want to teach you that	
answering questions about		readers use more and	Harry the Dirty Dog by Gene
key details and requesting		more words that are	Zion (HarperCollins)
clarification if something is		exactly the same in their	
not understood.		old favorite books	Knuffle Bunny: A Cautionary
			Tale by Mo Willems
SL.K.3. Ask and answer		2 mini-lessons	(Hyperion)
questions in order to seek			
help, get information, or			The Kissing Hand by Audrey
clarify something that is not			Pen
understood.		Lesson 17	
			The Gingerbread Man by
SL.K.4. Describe familiar		Teaching Point: Today I	James Aylesworth
people, places, things, and		want to teach you that	
events and, with prompting		readers can point to and	Corduroy by Don Freeman
and support, provide		read some words in their	
additional detail.		old favorites	Are You My Mother by P.D.
			Eastman
SL.K.6. Speak audibly and express thoughts, feelings,		2 mini-lessons	
and ideas clearly.			Companion Text:
and ideas clearly.			Sahalastia Magazina
			Scholastic Magazine

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

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.

Topics Launching the Writing Workshop

Twenty-First Century Themes and Skills include: – The Four C's

Lesson 18

Teaching Point: *Today I want to teach you that* readers work with their partners using all they know, to read old favorites

2 mini-lessons

Lesson 19

Teaching Point: *Today I want to teach you that* readers celebrate reading old books and reading all about the world to

Week-long celebration of reading/extension/review

Read-Aloud: Teacher selected from unit 1 texts

Shared Reading: Teacher selected from unit 1 texts

Lesson 7 **Prior to lesson: set up partnerships for writing. Possibly label rug with their partner's name. ** Explain that in the mentor text "Freight Train" Donald Crews had a helper who

Texts:

Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project Lesson 3 Vocabulary and Comprehension Tests

Lesson 3 Cold Reads

Unit Progress Monitoring Assessments using 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.

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

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

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

SL.K.1. A. Follow agreedupon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and

	 Information Literacy Media Literacy Social & Cross-	helped him add to his text. Today they will get helpers so they can write more and longer. Sometimes when you add more to a page it gets too confusing, so
	Objectives	writers can add on pages. "Today I want to teach you
	Write letters	that when writers want to teach more, they add more
	Make drawings or sketches	pages to their books. We can use either a stapler to
	choose a topic	turn pages into a book, or tape to turn pages into
	match writing to a picture	what people call a scroll." (9.2.4.A.1, 9.2.4.A.3)
	share writing and	
5	generating ideas	• Teacher will conference with 3-
	write from left to right, top	4 students
	to bottom	• 2-4 students will share their writing
	be introduced to concepts	(CRP4)
	of ideas, conventions, and	

Lesson 8

Introduce the idea of Partner 1 and Partner 2 (use a chart, possibly) (**CRP2**)

Acknowledge students who have done a great job of adding to their writing. Unit 1 Bend 2: Writing Teaching Books Lessons 7-11

Unit 1 Demonstration Texts *The Carrot Seed* by Ruth Krauss (HarperCollins)

Three Billy Goats Gruff by Paul Galdone (Houghton Mifflin Harcourt)

The Beetle Alphabet by Jerry Pallotta (Charlesbridge)

Trucks by Wil Mara (National Geographic Children's Books) Unit 1 Read-a-Louds and Shared Reading Books:

Mrs. Wishy Washy by Joy Cowley (McGraw-Hill) "Jack and Jill" (children's classic) "Willoughby Wallaby Woo" by Raffi (Raffi the Singable Songs Collection) https://www.youtube.co

m/watch?v=sOOZQZlxxC4

"The Wheels on the Bus" (rhyming text) https://www.youtube.com/watc h?v=p6XdM7gB2IY

"If You're Happy and You Know It" (rhyming text) ask and answer discussions, narrative writing, and selfassessment.

ELL Language Workshop Assessments

Alternative Assessments

Students will work in small groups to find synonyms for multimeaning words

Students will role play discussion techniques and the roles of members of a school community.

Students will respond to oral questioning and retell the events from the teacher read aloud.

of ideas, conventions, and organization begin to produce and write beginning sounds of

a word

see a purpose for writing retell an experience orally

produce a written

		D'aulas (ha a 11	1
SL.K.1. texts under	response to a story	Display the scrolls or	https://www.youtube.com/watc
discussion).	through pictures or words	multiple page books they have created.	<u>h?v=0vTil6AEI9Q</u>
SL.K.1. B. Continue a			Unit 1 Suggested Texts and
conversation through	contribute regularly to	"Today I want to teach	Resources:
multiple exchanges.	morning message, class	you that writers of books	
	letters	take time to plan how	The Very Hungry Caterpillar
		their pages will go.	by Eric Carle (Philomel Books)
SL.K.4. Describe familiar	contribute to shared	Writers don't just write	
people, places, things, and	writing experiences	one page and then say,	Where the Wild Things Are by
events and, with prompting		'Oops. I want to add	Maurice Sendak
and support, provide	write first name	another.' Instead, writers	(HarperCollins)
additional detail.		know from the start that they will be writing a	<i>Caps for Sale</i> by Esphyr
SL.K.5. Add drawings or	label objects	whole book, and they plan	Slobodkina (HarperCollins)
other visual displays to		out how that whole book	stobouxina (Harperconnis)
descriptions as desired to		will go."	Birds and Their Nests by Linda
provide additional detail.		8	Tagliaferro (Capstone Press)
-		\circ Teacher will	
SL.K.6. Speak audibly and		conference with 3-	Harry the Dirty Dog by Gene
express thoughts, feelings,		4 students	Zion (HarperCollins)
and ideas clearly.		\circ 2-4 students will	
		share their writing	Knuffle Bunny: A Cautionary
L.K.1. Demonstrate command of the conventions		(CRP4)	Tale by Mo Willems
of standard English			(Hyperion)
grammar and usage when			Scholastic Magazine
writing or speaking.		Lesson 9	
8 1			
L.K.1.A. Print many		Have students bring a	
upper- and lowercase letters.		piece of writing they are	
		working on to the meeting	
L.K.1. B. Use frequently		area and sit with their	
occurring nouns and verbs.		partners. Explain that	
		Donald Crews is the author	
L.K.1. C. Form regular plural nouns orally by adding		of the book you are using,	
plut at nouns of any by adding		but he did have some	

/s/ or /es/ (e.g., dog, dogs; wish, wishes).

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

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

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

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

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

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

L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). helpers which is why you are having them work with partners. "Today I want to teach you that partners also help writers after a book is written, when the writer is thinking, 'I'm done.' Specifically, a partner reads a writer's book and then asks, 'What questions does this book give me?' And then the partner asks the writer questions. Those questions help the writer know what to add on." (CRP2)

Have the class practice being your partner to ask questions about your writing. Point out that "where", "how", and "why" questions help writers discover what they can add to their writing (**CRP2**)

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

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

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

Lesson 10

Start with a phonemic song or fun activity. "Today I want to teach you that brave writers need lots of practice in hearing sounds and matching them to letters. To get the letters down, writers say the word they want to write, stretching it like a rubber band. Then they record the first sound they hear and reread. Then they stretch the word out again to hear the next sound. And so, on and so on." Tell them that here is a new tool at their spots a mini alphabet chart. Demonstrate what you want the children to try.

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

Lesson 11

Tell students that they will be selecting a piece of writing to share with

RF.K.1. Demonstrate understanding of the organization and basic features of print.

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

RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. about publishing your
writing. Before authors
finish, they do everything
they know to make their
writing the best that it can
be! Students will be given
a writing checklist.

visitors. "Today I want to teach you something

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

Topics

Literacy Centers and small group instruction

Twenty-First Century Themes and Skills include:

- The Four C's
- Information
- Literacy
- Media Literacy
 - Social & Cross-Cultural Interaction

Objectives

Students will participate in small group instruction and/or literacy centers daily for 40 minutes (2 Groups, 20 minutes each)

Small group instruction focused on the following: Guided Reading Skill Group Strategy Group

Literacy centers focused on the following:

 Foundational Skills

Guided Reading:

https://accounts.learningaz.com/accountsweb/account/lo gin.do

Texts:

Institute for Multi-Sensory Education, Orton-Gillingham, 2014

Text: Units of Study for Teaching Reading By Lucy Calkins with Colleagues from the Reading and Writing Project

Unit 1: We Are Readers

Formative Assessment:

- Participation/
 Observations
- Questioning
- Running Records
- Discussions
- Anecdotal Notes
- Learning/Res ponse Logs
- Graphic
 Organizers
- Peer/Self
 Assessments
- Presentations

 RF.K.1.C. Understand that words are separated by spaces in print. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet. RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and 	Students will: Actively participate in small group instruction Engage, explore, and review literacy skills via learning centers	 Letter and sound recognition Word Study Use words, syllables, and sounds to decode Rhyming: focus on exposing/playing with rhyming words Vocabulary Making words Writing center Classroom library Reading from table 	 Visual Representatio ns Kinesthetic Assessments Individual Whiteboards Pre - assessment Summative Assessment: Conferencing Pre - test,
support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).		book bins - Reading the room - Letter writing - Listening center - technology	test, and daily work – Portfolio review – Reading
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.		During unit 1: Teacher introduces centers and reviews procedures	Assessment/ Running Records – District benchmark or
RL.K.4. Ask and answer questions about unknown words in a text.		5-8 mini-lessons Following teacher-led minilessons, students will	interim assessments – End - of - unit or tests
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).		practice upper and lower case letter recognition, beginning sounds, and left to right progressions	 Scores that are used for accountability for schools
RL.K.6. With prompting and support, name the author and illustrator of a story and		4 mini-lessons	(AYP) and students (report card grades)

define the role of each in telling the story.

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).

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

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

SL.K.1.A. Follow agreedupon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

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

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and – Rubrics

Portfolios

Alternative Assessments:

Basic Reading Inventory – Johns

Orton Gilligham Assessments

answering questions about key details and requesting clarification if something is not understood. SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **Identify new meanings A**. for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). **B.** Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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

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

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

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

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.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. W.K.3. Use a co drawing, dictat writing to narr event or severa linked events, t events in the or they occurred, reaction to what

W.K.5. With g support from a strengthen writ response and se using questions suggestions from adding details)

W.K.6. With gu support from a a variety of dig produce and pu including in col with peers.

W.K.7. Particip research and w (e.g., explore a books by a favo and express opi them).

W.K.8. With g support from information

SL.K.1. Partici collaborative conversations

	Topics		Guided Reading:	Lesson 4 Vocabulary
combination of		Lesson 12	https://accounts.learninga-	and Comprehension
ating, and	Writing stories		z.com/accountsweb/account/lo	Tests
rate a single		Students will learn how to	<u>gin.do</u>	
al loosely	Twenty-First Century	write a different kind of		Lesson 4 Cold Reads
tell about the	Themes and Skills include:	book-stories-and ask them	Text:	
order in which	– The Four C's	to notice what a story does	Units of Study in Opinion,	Unit Progress
, and provide a		as you read aloud the	Information, and Narrative	Monitoring
nat happened.	– Information	beginning of Caps for	Writing by Lucy Calkins with	Assessments using
	Literacy	Sale. Ask them to	Colleagues from the Teachers	ask and answer
guidance and	 Media Literacy 	determine if they can tell	College Reading and Writing	discussions, narrative
adults,	 Social & Cross- 	the difference between the	Project	writing, and self-
iting through	Cultural Interaction	beginning of this book and		assessment.
self-reflection	Guitarai interaction	the beginning of Trucks.	Unit 1 Bend 3: Writing Stories	
ns and	Objectives	Students will learn to tell	Lessons 12-17	ELL Language
om peers (e.g.,	Objectives	stories and practice story		Workshop
5).	Students will:	telling.		Assessments
	Students will.		Unit 1 Demonstration Texts	
guidance and	Write letters			Alternative
adults, explore	write letters	• Teacher will	The Carrot Seed by Ruth	Assessments
gital tools to	Make drawings or sketches	conference with 3-	Krauss (HarperCollins)	Students will work
publish writing,	Wake drawings of sketches	4 students		collaboratively to
ollaboration	choose a topic	 2-4 students will 	Three Billy Goats Gruff by	solve problems.
	choose a topic	share their writing	Paul Galdone (Houghton	
		(CRP4)	Mifflin Harcourt)	Students will role play
ipate in shared	match writing to a picture			discussion techniques
writing projects			The Beetle Alphabet by Jerry	and the roles of varied
a number of	share writing and	Lesson 13	Pallotta (Charlesbridge)	community members.
vorite author	generating ideas			
pinions about	0	Students will learn how to	Trucks by Wil Mara (National	Students will respond
	write from left to right, top	plan stories page by page	Geographic Children's Books)	to oral questioning
	0 / 1	and plan how to tell		and retell the events
guidance and	to bottom	stories across pages by		from the teacher read
n adults, recall		watching teacher demonstrate how to	Unit 1 Read-a-Louds and	aloud.
	be introduced to concepts		Shared Reading Books:	
pinata in	of ideas, conventions, and	decide what will go on		
cipate in	organization	each page.		
conversations	-			

with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.A. Follow agreedupon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

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

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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

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

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. begin to produce and write beginning sounds of a word

see a purpose for writing retell an experience orally

produce a written response to a story through pictures or words

contribute regularly to morning message, class letters

contribute to shared writing experiences

write first name

label objects

duce and
ning sounds of•Teacher will
conference with 3-
4 students

 2-4 students will share their writing (CRP4)

Lesson 14

Share the work of one student whose sparse pictures did not match his oral storytelling. Show how the student solved the problem by adding characters, action and setting. By adding more details to pictures and stories, it makes readers feel like they are right there with the writer.

> Teacher will conference with 3-4 students
> 2-4 students will share their writing

> > (CRP4)

Lesson 15

Students will learn how to stretch sounds and write words and labels to their *Mrs. Wishy Washy* by Joy Cowley (McGraw-Hill)

"Jack and Jill" (children's classic)

"Willoughby Wallaby Woo" by Raffi (Raffi the Singable Songs Collection)

<u>https://www.youtube.co</u> <u>m/watch?v=sOOZQZlxxC4</u>

"The Wheels on the Bus" (rhyming text) <u>https://www.youtube.com/watc</u> <u>h?v=p6XdM7gB2IY</u>

"If You're Happy and You Know It" (rhyming text) <u>https://www.youtube.com/watc</u> <u>h?v=0vTil6AEI9Q</u>

Unit 1 Suggested Texts and Resources

The Very Hungry Caterpillar by Eric Carle (Philomel Books)

Where the Wild Things Are by Maurice Sendak (HarperCollins)

Caps for Sale by Esphyr Slobodkina (HarperCollins) L.K.1. A. Print many upper- and lowercase letters.

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

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

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

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

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

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

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

writing pieces. Students will compare two samples of writing one with labels with one or two letters versus labels that attempt to have every letter.

- Teacher will conference with 3-4 students
 2-4 students will share their writing
- share their writing (CRP4)

Lesson 16

Students will bring their writing to life by adding dialogue with speech bubbles. Teacher will use puppets to model how characters speak to one another then students will learn how to make characters in their writing speak.

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

Birds and Their Nests by Linda Tagliaferro (Capstone Press)

Harry the Dirty Dog by Gene Zion (HarperCollins)

Knuffle Bunny: A Cautionary Tale by Mo Willems (Hyperion)

Companion Text:

"Outdoor Alphabet Helps Neighborhood Kids Learn to Read" https://newsela.com/read/elembrooklyn-public-art/id/30681/

Scholastic Magazine

 L.K.2. B. Recognize and name end punctuation. L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 		Lesson 17 Students will learn how to make their writing the best it can be by rereading their stories, adding details, labels, stretching their words, adding dialogue and anything else they have learned as good writers. Review narrative writing checklist. Teacher will model using Google classroom to show how more details can be added. Teacher will conference with 3- 4 students 2-4 students will share their writing (CRP4)		
	TopicsTwenty-First CenturyThemes and Skills include:–The Four C's–InformationLiteracy–Media Literacy–Social & Cross-	Teacher Read Aloud: "Training Around the Town" (9.2.4.A.2) Students will use a think aloud worksheet. http://snippetsbysarah.blo gspot.com/2012/11/think- alouds-with-freebie.html Vocabulary: Synonyms	Guided Reading: https://accounts.learninga- z.com/accountsweb/account/lo gin.do Texts: Unit 1 Demonstration Texts The Carrot Seed by Ruth Krauss (HarperCollins)	Lesson 5 Vocabulary and Comprehension Tests Lesson 5 Cold Reads Unit Progress Monitoring Assessments using discussions, narrative writing, K-W chart, and self-assessment.
	Cultural Interaction Objectives	(6.1.4.A.1, CRP4) Give half of your students a big card with a	<i>Three Billy Goats Gruff</i> by Paul Galdone (Houghton Mifflin Harcourt)	

Studoute will use the	vocabulary word, and the	The Destile Also behavior	ELL Language
Students will use the vocabulary words in	other half a big card with a synonym for each	<i>The Beetle Alphabet</i> by Jerry Pallotta (Charlesbridge)	Workshop Assessments
context	vocabulary word. Tell		
	them that they need to find their synonym Tape	<i>Trucks</i> by Wil Mara (National Geographic Children's Books)	Unit 1 Assessment
	their syllable cards on	Geographic Children's Books)	Performance Tasks:
	their chest and on your		Write about reading,
	signal, have them go	Unit 1 Read-a-Louds and	and Write a story
	around the room to look	Shared Reading Books:	Alternative
	for their pairs.	Mrs. Wishy Washy by Joy	Assessments
		Cowley (McGraw-Hill)	Students will present
	Speaking and Listening:		their vocabulary pairs.
	Class Report,	"Jack and Jill" (children's	0, 1, , 11, 1, 1
	incorporating class discussion and share aloud	classic)	Students will role play discussion techniques
	questions about different	"Willoughby Wallaby Woo"	and the different types
	modes of transportation in	by Raffi (Raffi the Singable	of transportation in
	communities (6.1.4.A.1,	Songs Collection)	neighborhoods.
	6.1.4.D.4, 9.2.4.A.2, CRP4)	https://www.youtube.co	Students will respond
		m/watch?v=sOOZQZlxxC4	to oral questioning
	Grammar: Adjectives	"The Wheels on the Bus"	and retell the events
	(color, number)	(rhyming text)	from the teacher read
	Video: "All About Adjectives"	https://www.youtube.com/watc	aloud.
	https://www.youtube.com/	<u>h?v=p6XdM7gB2IY</u>	
	watch?v=94cdAyyPj3Q	"If You're Happy and You	
		Know It" (rhyming text)	
	Writing: Narrative: Class	https://www.youtube.com/watc	
	Story Students will use Google	<u>h?v=0vTil6AEl9Q</u>	
	Docs to compose and		
	share a class story		
	(8.1.2.A.2, CRP4, CRP6)	Unit 1 Suggested Texts and	
		Resources	

			<i>The Very Hungry Caterpillar</i> by Eric Carle (Philomel Books)	
			Where the Wild Things Are by Maurice Sendak (HarperCollins)	
			<i>Caps for Sale</i> by Esphyr Slobodkina (HarperCollins)	
			Birds and Their Nests by Linda Tagliaferro (Capstone Press)	
			Harry the Dirty Dog by Gene Zion (HarperCollins)	
			<i>Knuffle Bunny: A Cautionary Tale</i> by Mo Willems (Hyperion)	
W.K.3. Use a combination of	Topics	Lesson 18	Scholastic Magazine Units of Study in Opinion,	Instructors will
drawing, dictating, and	Topics	Students will be reminded	Information, and Narrative	identify student's
writing to narrate a single	Story Writing: Editing and	of the process they have	Writing by Lucy Calkins with	baseline strengths and
event or several loosely	Preparing for publication	gone through up to now to	Colleagues from the Teachers	areas of need using
linked events, tell about the	and Author's celebration	create amazing stories.	College Reading and Writing	on-demand writing
events in the order in which they occurred, and provide a	Twenty-First Century	Students will learn how writers edit their writing	Project	assessments.
reaction to what happened.	Themes and Skills include:	and how they can reread		Instructors and
	 The Four C's 	their writing and edit their	Unit 1 Bend IV: Preparing for	students will evaluate
W.K.5. With guidance and	 Information Literacy 	writing to make sure their	Publication	progress toward
support from adults, strengthen writing through	 Media Literacy 	words look right.	Lessons 18-19	writing narrative
response and self-reflection	 Social & Cross-Cultural 		Lessuiis 10-17	essays.
using questions and	Interaction	• Teacher will		Instructors will use
suggestions from peers (e.g.,		conference with 3-		exemplar pieces of
adding details).		4 students		student writing at each
	Objectives			grade level to evaluate

W.K.6. With guidance and	** * • • • * • •	\circ 2-4 students will	Read Write Think: Interactive	developmental needs
support from adults, explore	Write letters	share their writing	Venn Diagram	of students.
a variety of digital tools to produce and publish writing,	Make drawings or sketches	(CRP4)	http://www.maadwinitathink.ong	Alternative
including in collaboration	Make drawnigs of sketches	Class will complete an	http://www.readwritethink.org /files/resources/interactives	Assessments
with peers.	choose a topic	interactive Venn Diagram	/venn_diagrams/	Instructor will
with peers.	enouse a copie	to compare and contrast	<u>vom_angrams</u>	maintain a running
W.K.8. With guidance and	match uniting to a nisture	writing before editing and		record of student
support from adults, recall	match writing to a picture	writing after editing		growth in writing
information from experiences		(CRP4, CRP12)		skills.
of Samer mation from	share writing and			
L	generating ideas			Instructor and
question.			Unit 1 Demonstration Texts	students will use
	write from left to right, top	Lesson 19		rubrics for student
SL.K.4. Describe familiar	to bottom	0, 1, , , , , 11, 1, 1, ,	The Carrot Seed by Ruth	self-assessment.
people, places, things, and		Students will celebrate	Krauss (HarperCollins)	In star stor will marrieds
events and, with prompting and support, provide	be introduced to concepts	their writing by first learning how to read into		Instructor will provide students with writing
additional detail.	of ideas, conventions, and	the circle. Students will	Three Billy Goats Gruff by	checklists for self-
	organization	learn to use their best	Paul Galdone (Houghton Mifflin Harcourt)	reflection.
SL.K.5. Add drawings or	organization	voices and listeners will	Millin Harcourty	
other visual displays to	havin to produce and	learn how to use their eyes	The Beetle Alphabet by Jerry	
descriptions as desired to	begin to produce and	and ears. After practicing	Pallotta (Charlesbridge)	
provide additional detail.	write beginning sounds of	reading into the circle,		
	a word	have the actual celebration	Trucks by Wil Mara (National	
SL.K.6. Speak audibly and		where all the students	Geographic Children's Books)	
	see a purpose for writing	share their writing and		
and ideas clearly.	retell an experience orally	celebrate their success.		
L.K.1. Demonstrate			Unit 1 Read-a-Louds and	
command of the conventions	produce a written	\circ students will share	Shared Reading Books:	
	response to a story	their writing	Mag Wisher Washer ber Isre	
grammar and usage when	through pictures or words	(CRP4)	Mrs. Wishy Washy by Joy Cowley (McGraw-Hill)	
writing or speaking.		× ,	Cowley (mediaw-filli)	
	contribute regularly to		"Jack and Jill" (children's	
L.K.1. A. Print many	morning message, class		classic)	
upper- and lowercase letters.	letters			
	1011015			

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

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

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

L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.K.1. F. P roduce and expand complete sentences in shared language activities.

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

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

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

contribute to shared writing experiences

write first name

label objects

Publish their writing

"Willoughby Wallaby Woo" by Raffi (Raffi the Singable Songs Collection) <u>https://www.youtube.co</u> <u>m/watch?v=sOOZQZlxxC4</u>

"The Wheels on the Bus" (rhyming text) <u>https://www.youtube.com/watc</u> <u>h?v=p6XdM7gB2IY</u>

"If You're Happy and You Know It" (rhyming text) <u>https://www.youtube.com/watc</u> <u>h?v=0vTil6AEI9Q</u>

Unit 1 Suggested Texts and Resources

The Very Hungry Caterpillar by Eric Carle (Philomel Books)

Where the Wild Things Are by Maurice Sendak (HarperCollins)

Caps for Sale by Esphyr Slobodkina (HarperCollins)

Birds and Their Nests by Linda Tagliaferro (Capstone Press)

Harry the Dirty Dog by Gene Zion (HarperCollins)

 L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 			Knuffle Bunny: A Cautionary Tale by Mo Willems (Hyperion)Companion Text: "Get to Know Mo" https://www.timeforkids.com/k 1/get-to-know-mo/Scholastic Magazine	
RF.K.1. Demonstrate understanding of the organization and basic features of print.	Topics Phonics Phonemic Awareness Language – Orton- Gillingham	Students will experience 20-25 minutes of instruction daily to develop their ability to read letters, decode words, write letters and words correctly, and to	Institute for Multi-Sensory Education, Orton-Gillingham, 2014 Five-Part Weekly Program: 1. Three-Part Drill 2. Teaching a New Concept	Instructors will implement three levels of assessments to evaluate students: • Phonemic awareness • Naming and
RF.K.1.A. Follow words from left to right, top to bottom, and page by page. RF.K.1.B. Recognize that	Twenty-First Century Themes and Skills include: – The Four C's – Information Literacy	comprehend what they hear and read. Emphasis will be placed on developing phonemic awareness, phonics, syllabication, and sight	 Decoding and Learning Centers Red Words Comprehension 	 recognizing letters The formation of letters Phoneme/graphem e relationships Decoding "cvc"
spoken words are represented in written language by specific sequences of letters.	 Media Literacy Social & Cross- Cultural Interaction 	words (red words)	Chart Paper and visual centers schedule	wordsMemorization techniquesFluency of reading
RF.K.1.C. Understand that words are separated by spaces in print.	Objectives Students Will:		Name Centers: wiki sticks, stamps, play dough, cubes,	and writing lettersAuditory sound discriminations

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

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

RF.K.2.A. Recognize and produce rhyming words.

RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.

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

RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in threephoneme (consonant-vowelconsonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, onesyllable words to make new words. differentiate between a letter, word and a sentence

develop phonemic awareness

learn phonetics concepts.

learn phoneme/rules via a multi-sensory approach.

read letters and sounds

segment sounds

isolate and pronounce sounds

read c-v-c words

comprehend what they hear and read.

will write letters

spell high frequency words correctly.

identify rhyming words and word families

begin to recognize a few high frequency words names puzzles, name graphs, word wall

Centers- ABC puzzles, play dough, wiki sticks, instant learning centers, cubes, name activities, stamping, sponge painting • Vocabulary building

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	d	
RF.K.3.A. Demonstrate basic knowledge of one-to- one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.		
RF.K.3. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.		
RF.K.3. C. Read high- frequency and sight words with automaticity.		
RF.K.3. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).		
L.K.1.A. Print many upper- and lowercase letters.		
L.K.2. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <u>https://www.wida.us/standards/CAN_DOs/</u>

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
• Teacher modeling	• Utilize modifications &	• Using visual	Curriculum compacting
• Peer modeling	accommodations	demonstrations,	• Inquiry-based instruction
• Develop and post routines	delineated in the student's	illustrations, and models	• Independent study
• Label classroom materials	IEP	• Give	• Higher order thinking
• Word walls	• Work with	directions/instructions	skills
• Give	paraprofessional	verbally and in simple	• Adjusting the pace of
directions/instructions	• Use multi-sensory teaching	written format.	lessons
verbally and in simple	approaches that provide	• Peer Support	• Interest based content
written format.	helpful visual, auditory,	• Increase one on one time	• Real world scenarios
	and tactile reinforcement	• Teachers may modify	• Student Driven Instruction
	of ideas.	instructions by modeling	
	• Work with a partner	what the student is	

• Give	expected to do
directions/instr	uctions • Instructions may be printed
verbally and in	simple out in large print and hung
written format	up for the student to see
	during the time of the
	lesson.
	Review behavior
	expectations and adjust for
	personal space or other
	behaviors as needed.
	• Oral prompts can be given.

Integration of 21st Century Standards NJSLS 9:

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community. and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Science:

K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Social Studies:

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Technology Standards NJSLS 8:

8.1.2.A.2 Create a document using a word processing application.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.