

**READINGTON PUBLIC SCHOOL DISTRICT**  
**Kindergarten English Language Arts Curriculum 2024**

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## **I. PURPOSE AND OVERVIEW**

The Readington School District literacy program provides a balanced instructional approach, which includes four main categories: (1) reading, (2) writing, (3) phonics, and (3) oral language. The reading component focuses on print concepts, sound/symbol relationships, beginning reading which includes following a simple pattern, and extended reading, which includes reading texts that have usually two to six lines of print and comprehending what they read. Teachers use research-based strategies such as read aloud, shared reading, word work, and interactive writing to develop students' skills.

The writing component focuses on students developing their understanding that words and thoughts matter and can be written down and represented by symbols. Students focus on specific text types: narrative, informative, and opinion. Students write daily for a variety of purposes in the classroom, including writing about many of their own interests, 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. Imbedded in literacy instruction is handwriting instruction. Students learn correct pencil grip, formation of letters and numbers, and spacing between words.

Oral language development supports students' developing literacy by forming the foundation upon which reading and writing are built. The components of oral language include phonemic awareness, speaking, and listening. Phonemic awareness 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 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 the concept of words.

Our curriculum is designed to be responsive to the developmental stages. Our differentiated 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 in building independence as readers, writers, speakers, listeners, and language users. 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 fostering motivation and independence, developing oral language competence, concepts about books and print, phonological awareness, phonics, and opportunities to express thoughts in writing.

## **II. GOALS**

This curriculum is linked to the 2020 New Jersey Student Learning Standards for English Language Arts. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

## **III. ASSESSMENT**

Student learning will be assessed through

- Student/ teacher conferences
- Running Record Assessments
- Writing Benchmarks 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
- Universal Screener
- Diagnostic Assessments

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

#### IV. KINDERGARTEN PACING GUIDE

	Reading	Phonics	Writing
<b>Unit 1</b> <b>Sept./Oct.</b> <b>6 weeks</b>	<b>We Are Readers (Book 1)</b> <ul style="list-style-type: none"> <li>• Learning how books work</li> <li>• Readers reread</li> <li>• Readers read by themselves and with others</li> <li>• Making the words you read match the words on the page</li> </ul>	<b>Making Friends with Letters (Book 1)</b> <ul style="list-style-type: none"> <li>• Studying people's names can help you get to know each other and the alphabet</li> <li>• Learning your own name by heart</li> <li>• Using star names to write</li> </ul>	<b>Launching Writer's Workshop: Book 1, Bends I &amp; II &amp; Sessions 18 &amp; 19 (7 weeks)</b> <ul style="list-style-type: none"> <li>• Writers use pictures and/ or words to communicate with one another and to express our ideas</li> <li>• Writers use routines and materials to help them develop stories</li> </ul>
<b>Unit 2</b> <b>Oct./Nov.</b> <b>4 Weeks</b>	<b>Sharing Reading (Book 2)</b> <ul style="list-style-type: none"> <li>• Reading with one to one matching</li> <li>• Notice letters and using sounds to check</li> <li>• Partners help each other monitor their reading</li> </ul>	<b>Word Scientists (Book 2)</b> <ul style="list-style-type: none"> <li>• Studying the alphabet and the alphabet chart</li> <li>• Using the alphabet to write</li> <li>• Studying and using high frequency words to write and read</li> </ul>	<b>Show &amp; Tell: From Labels to Patterns (5 weeks)</b> <ul style="list-style-type: none"> <li>• Reading and writing nonfiction books and thinking like a scientist help one to gain an understanding of the world</li> </ul>
<b>Unit 3</b> <b>Nov./Dec.</b> <b>6 weeks</b>	<b>Super Powers: Reading with Phonics and Sight Word Power (Book 3)</b> <ul style="list-style-type: none"> <li>• Print has meaning and matches the words we say</li> <li>• Good readers choose the right strategy for them when they need to read a difficult word</li> <li>• Readers persevere when words get tricky</li> </ul>	<b>Word- Part Power (Book 3)</b> <ul style="list-style-type: none"> <li>• Writing power</li> <li>• Word part power</li> <li>• Word parts, snap words, and digraphs</li> </ul>	<b>Launching the Writing Workshop (Book 1, Bend III &amp; IV) leads into Writing For Readers (Book 2) (7 weeks)</b> <ul style="list-style-type: none"> <li>• Writers can share their personal experiences</li> <li>• Writers tell and write stories in sequential order</li> </ul>
<b>Unit 4</b> <b>Jan./Feb.</b> <b>5 weeks</b>	<b>Boosting Reading Power (Book 4)</b> <ul style="list-style-type: none"> <li>• Super Readers Turbo Boost their slider power to read longer words</li> <li>• Super Readers look closely at vowels</li> </ul>	<b>Vowel Power (Book 4)</b> <ul style="list-style-type: none"> <li>• Vowels are in every word</li> <li>• Distinguishing short vowel sounds</li> <li>• Vowels in bigger words</li> </ul>	<b>How-To-Books: Writing to Teach Others (Book 3)</b> <ul style="list-style-type: none"> <li>• Writers alternate between doing (dramatizing), drawing and writing on a topic they know well</li> </ul>

	<ul style="list-style-type: none"> <li>• Super Readers recognize letter pairs that represent a single sound</li> <li>• Super Readers Notice more digraphs</li> <li>• Super Readers are flexible</li> <li>• Super Readers combine their powers</li> </ul>		<ul style="list-style-type: none"> <li>• Writers will study mentor procedural texts to help them understand how to write better first drafts and revise prior writing</li> </ul>
<b>Unit 5</b> <b>Feb./</b> <b>March</b> <b>4 weeks</b>	<b>Becoming Avid Readers (Book 5)</b> <ul style="list-style-type: none"> <li>• Good readers determine a character's mood by focusing on the illustrations and photographs</li> <li>• Readers create mental images during reading</li> <li>• Readers hold collaborative conversations about their book to help them think deeply</li> <li>• Reading for meaning and rhythm and fun</li> </ul>	<b>Playing With Phonics (Book 5)</b> <ul style="list-style-type: none"> <li>• Playing with sounds</li> <li>• Writing longer words</li> <li>• Playing with phonics poems</li> </ul>	<b>Persuasive Writing of All Kinds (Book 4) (6 weeks)</b> <ul style="list-style-type: none"> <li>• Writers will study how their writing can make the world a better place</li> <li>• Writers learn to identify problems and use convincing words to bring about change</li> </ul>
<b>Unit 6</b> <b>March/</b> <b>Apr.</b> <b>6 weeks</b>	<b>Growing Expertise in Little Books: Reading for Information</b> <ul style="list-style-type: none"> <li>• Readers read the words and use the pictures to add to understanding of topics</li> <li>• Readers raise questions about the text</li> <li>• Readers can read more than one book about a topic and add what they learn from one to what they learn from the next</li> </ul>	<b>Phonics Projects</b> Spotlight phonics concepts students need to explore or reinforce	<b>All About Books</b> <ul style="list-style-type: none"> <li>• Good writers recognize their knowledge on many topics and understand the importance of teaching others through writing</li> <li>• Good writers revise often and with purpose</li> </ul>
<b>Unit 7</b> <b>May/June</b> <b>7 weeks</b>	<b>Readers Are Resourceful: Tackling Hard Words and Tricky Parts</b> <ul style="list-style-type: none"> <li>• Good readers use more than one strategy when decoding unfamiliar words if initially unsuccessful</li> <li>• Good readers monitor their reading and self-correct as needed</li> <li>• Good readers reread for multiple purposes</li> </ul>	<b>Phonics Projects</b> Spotlight phonics concepts students need to explore or reinforce	<b>I am a Writer! Celebrating My Success</b> <ul style="list-style-type: none"> <li>• Writers can share their personal experiences</li> <li>• Writers can use the revision process to make stories more fun to read</li> <li>• Writers understand that every experience can be turned into a piece of writing</li> </ul>



## KINDERGARTEN READING

### Reading Unit 1~ We Are Readers

Enduring Understandings	
<ul style="list-style-type: none"> <li>• Readers read the print, not the pictures</li> <li>• Readers begin by developing their alphabet knowledge</li> <li>• Readers understand the parts of a story</li> <li>• Readers need a strong vocabulary and sense of syntax</li> </ul>	
Goals	
<p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>A. Follow words from left to right, top to bottom, and page by page.</li> <li>B. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>C. Understand that words are separated by spaces in print.</li> <li>D. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>A. Recognize and produce rhyming words.</li> <li>B. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>C. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>D. Orally repeat multi-syllable words and pronounce the separate syllables.</li> <li>E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).</li> </ul> <p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>C. Read high-frequency words and grade level irregular words with automaticity.</li> <li>D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</li> <li>E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> </ul> <p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <p>L.WF.K.1 Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> <li>A. Match upper and lowercase letters.</li> <li>B. Write upper and lowercase letters, with reference to a model.</li> <li>C. Write left to right and include a space between words.</li> <li>D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</li> <li>E. Write a common grapheme (letter or letter group) for each phoneme.</li> <li>F. Orally segment the phonemes in any single syllable, spoken word.</li> </ul> <p>L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <ul style="list-style-type: none"> <li>A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).</li> <li>D. Writing frequently used words accurately.</li> <li>E. Attempting phonetic spellings of unknown words.</li> </ul> <p>RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).</p>	

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

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

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RL.MF.K.6. 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).

RI.MF.K.6. 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).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.II.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.

SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

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

### Teaching Points:

**Each lesson includes a phonological awareness extension that must be completed.**

### Bend 1: Reading To Learn About The World.

1. Reading the World: Readers move through the world in a special way. They don't just see things—they read things.
2. Reading Books to Learn about the World: Storybooks and Learn-about-the-World books are two kinds of books
  - 2a. Mid-workshop Session 2. Readers can learn more by reading another book. Readers don't wait to be told what to do next. When they finish their books, they pick a new one from their table and read more
3. Learning How Books Work: When you want to read a book, you begin by looking at the cover. Then you start reading the book at the front, and you read it page by page, top to bottom, top to bottom
  - 3a. Mid-workshop Session 3. Readers slow down to notice more on a page. They are careful they read at a reasonable speed and notice all of the parts of the page
4. Readers Reread: When readers want to learn from their books, they read them again

### Core Materials:

Units of Study for Reading  
 Unit 1: We Are Readers  
 Units of Study for Phonics  
 Unit 1: Making Friends with Letters

### Supporting Materials & Teacher Resources:

Leveled Bookroom  
 Classroom Libraries  
[Phonological Awareness Instruction Toolkit](#)  
[Letter Sound & Formation Lesson Framework](#)  
*Daily Café* by Gail Boushey and Joan Moser  
*When Kids Can't Read* by Kylene Beers  
*Reading Above the Fray* by Julia Lindsay  
*Shifting the Balance* by Burkins and Yates  
*The Reading Strategies Book* by Jennifer Serravallo  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo

5. Readers Read by Themselves and with Others
6. Readers Talk about Their Learning with a Partner: When you read without your partner, you can mark parts of your book that you want to later share. You mark your ‘wow’ pages, and then when you and your partner get together, you can reread and talk about them
- 6a. Mid-workshop Session 6. Reminding students to mark “Wow” parts then shift to partner talk. Readers look carefully to be sure they marked the best parts to talk about.
7. Readers Notice and Learn New Ideas and New Words: Thoughtful readers notice things by looking closely and asking questions
8. Video Session: Readers Add a Pinch of Their Thinking to the Page: Readers have their own thoughts about their books that they can share with a friend
9. Readers Learn From Words In Books: When you read books you pay attention to the words

## **Bend 2: Reading Favorite Storybooks**

10. Mid-workshop Session 10. Using see-saw reading to partner read star storybooks. Complete the phonological awareness extension
11. Making the Words You Read Match the Words on the Page  
Mid-workshop Session 11. Partners give each other tips to make their reading even better
12. Readers Use Exact Character Words  
12a. Mid-workshop Session 12. When reading with partners the reader becomes the character. Be sure to read with expression
13. If There Are a Lot of Words, There's a Lot of Story  
13a. Mid-workshop Session 13. Partners help each other read all of the parts of the pages
14. Readers Use Special Connecting Words to Put Storybook Pages Together
15. Readers Use the Repeating Parts in a Book to Help Them: When you read a book over and over again you can use some of the exact words from the book. Some of the words, especially words that repeat, become words that you know by heart
16. Video Session: Readers Can Point to and Read Some Words in Their Star Storybooks
17. Adding Labels to the Pictures in Our Star Storybooks: Readers can make labels for their storybook pictures. The labels can remind you of the important parts of the story

## **Phonics:**

Making Friends with Letters (Book 1)

## **Bend 1- Studying people's names can help you get to know each other - and the alphabet**

1. To learn a name well, It helps to do Things with the Name
2. Names- and words- can teach us letters and sounds
3. Learning to own letters
4. By studying names, we can learn more letters

CG: Letter sound & formation: m,t,a

[Letter Sound & Formation](#)

*A Teacher's Guide to Mentor Texts* by Carl Anderson

*Daily Word Ladders* by Timothy Rasinski

*Word Journeys* by Kathy Ganske

*The Megabook of Fluency* by Rasinski & Smith

*The Artful Read-Aloud* by Rebecca Bellingham

[Heart Words](#)

## **Mentor Texts (Instructional Read Aloud):**

*A Big Mooncake for Little Star* by Grace Lin

*The Three Billy Goats Gruff* by Paul Galdone

*Max and the Tag-Along Moon* by Floyd Cooper

*Caps for Sale* by Esphyr Slobodkina

*Harry the Dirty Dog*

*Fur, Feather, Fin—All of Us Are Kin* by Diane Lang

*Packs: Strength in Numbers* by Hannah Salyer

Teacher selected texts

## **Teacher Resources:**

[Phonological Awareness Instruction Toolkit](#)

## **Technology:**

- Starfall
- Raz-Kids
- PBS Kids

## **Assessment:**

### **Formative:**

- Thumbs Up Thumbs Down
- Exit Tickets/Post it Notes
- Think Pair Share
- Poll the class

### **Summative:**

- Rubric

## **September**

- **Assessing Letter Sound Correspondences: Do You Know Your ABC's?**
  - Letter Id for Sept.
    - Below benchmark: 6 or below
    - Slightly below benchmark: 7-11
    - On benchmark: 12
    - Exceeds benchmark: 13+
  - Letter/Sound for Sept.
    - Below benchmark: 1
    - Slightly below benchmark: 2
    - On benchmark: 3

<p><a href="#">Lesson Framework</a></p> <ol style="list-style-type: none"> <li>Syllables can help readers and writers tackle long words</li> <li>Comparing two names that both start with the same letter</li> <li>Vowels are special letters</li> </ol> <p>CG: Letter sound &amp; formation: n,s,n</p> <p><b>Bend II- Learning your own name by heart</b></p> <ol style="list-style-type: none"> <li>Learning your own name by heart</li> <li>Learning to write names by heart</li> <li>Owning letters and teaching them to others</li> <li>Using Names to Build New words</li> </ol> <p>CG: Letter sound &amp; formation: p, e, r</p> <p><b>Bend III- Using star names to write</b></p> <ol style="list-style-type: none"> <li>Labeling things in the classroom</li> <li>Learning more words by heart (HFW: me, a, the)</li> <li>Writing new letters with help from friends</li> <li>Favorite characters can become star names</li> </ol> <p>CG: Letter sound &amp; formation: d,l,c</p> <ol style="list-style-type: none"> <li>Learning even more words by heart (HFW: I, like, my)</li> <li>Walking through life differently</li> </ol>	<ul style="list-style-type: none"> <li>Exceeds benchmark: 4+</li> <li><b>Assessing Concepts About Print: “Help Your Teacher Read a Book” p. 90</b> <ul style="list-style-type: none"> <li>Meeting expectations: 4 out of 4</li> <li>Assess in again in 1 month: 3 out of 4 or below</li> </ul> </li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>Beats Walk-syllabating as they touch items throughout the classroom</li> <li>Blending syllables</li> <li>Replicate-rhyme walk</li> <li>Letter lunch</li> <li>Replicate-Robot Lunch -saying foods in robot talk</li> <li>magnetic letters-sorting</li> <li>Sorting letters with Mabel</li> <li>letters-noticing features</li> <li>Writing giant letters in the sky</li> <li>Writing lowercase letters in the sky</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	
<p><b>Social Studies: 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).</b> Activity: Students will use post-it notes to label their classroom community.</p> <p><b>Visual and Performing Arts: 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling. 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.</b> Activity: Students will draw a picture and label the picture.</p>	
<p style="text-align: center;"><b>Career Readiness, Life Literacies, and Key Skills</b></p>	
<p><b>Career Ready Practice: Work productively in teams while using cultural global competence. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.2: Create a document using a word processing application.</b> Activity: Students are placed in small groups, partners, or rug clubs to contribute as a team during word and letter games. Students will then create their own game for letters and words.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits. 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</b> Activity: Students will be given a homework assignment to walk around their neighborhood to draw pictures and label what they see. The assignment will be discussed in class the next day through a lens of life roles and civic and work-related activities in the school, home, and community.</p>	
<p style="text-align: center;"><b>Computer Science &amp; Design Thinking</b></p>	
<p><b>Technology: 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</b> Activity: Students will use computer games related to phonics such as Star-Fall, Raz Kids, PBS Kids, etc.</p>	

## Reading Unit 2 ~ Sharing Reading

Enduring Understandings
<ul style="list-style-type: none"> <li>• Readers use concepts about print to read</li> <li>• Readers draw on their growing knowledge of high-frequency words and of the alphabetic code to read books.</li> <li>• Readers develop partner habits that support their talking about books.</li> </ul>
Goals
<p>L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>A. Follow words from left to right, top to bottom, and page by page.</li> <li>B. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>C. Understand that words are separated by spaces in print.</li> <li>D. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>A. Recognize and produce rhyming words.</li> <li>B. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>C. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>D. Orally repeat multi-syllable words and pronounce the separate syllables.</li> <li>E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).</li> </ul> <p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>C. Read high-frequency words and grade level irregular words with automaticity.</li> <li>D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</li> <li>E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> </ul> <p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <p>L.WF.K.1 Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> <li>A. Match upper and lowercase letters.</li> <li>B. Write upper and lowercase letters, with reference to a model.</li> <li>C. Write left to right and include a space between words.</li> <li>D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</li> <li>E. Write a common grapheme (letter or letter group) for each phoneme.</li> <li>F. Orally segment the phonemes in any single syllable, spoken word.</li> </ul> <p>L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <ul style="list-style-type: none"> <li>B. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).</li> <li>D. Writing frequently used words accurately.</li> <li>E. Attempting phonetic spellings of unknown words.</li> </ul> <p>RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).</p> <p>RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who,</p>

what, where, when, why, how).

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

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RL.MF.K.6. 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).

RI.MF.K.6. 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).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.II.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.

SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

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

#### **Teaching Points:**

**Each lesson includes a phonological awareness extension that must be completed.**

#### **Bend I: Ready to Read**

1. Readers Study Words Everywhere: to be a reader, it helps to find and study the words that are all around you.
2. Reading with One-to-One Matching
3. Take a Sneak Peek before You Read
4. Use The Pattern to Help You Read: When a book has a pattern, kids who are just learning to read can use that pattern to figure out what the pages say. You can find and read the same words over and over.
5. Use Words You Know in a Snap to Figure Out the Pattern: If you look very carefully, you can find snap words hiding in your books. Readers can use these snap words to help read the book.
6. Noticing Letters and Using Sounds to Check: The sound you hear at the beginning of a word can help you make sure your finger is pointing under the right word.
7. Readers Use Pointing, Patterns, Words They Know in a Snap,

#### **Core Materials:**

Units of Study for Reading  
Unit 2: Shared Reading  
Units of Study for Phonics  
Unit 2: *Word Scientists*  
Supports for Phonological Awareness,  
Heinemann Online Resources

#### **Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries  
[Phonological Awareness Instruction Toolkit](#)  
[Letter Sound & Formation Lesson Framework](#)  
*Daily Café* by Gail Boushey and Joan Moser  
*When Kids Can't Read* by Kylene Beers  
*Reading Above the Fray* by Julia Lindsay  
*Shifting the Balance* by Burkins and Yates  
*The Reading Strategies Book* by Jennifer



and Letters to Read: Readers put everything they know together to read. You can point and find snap words and check the letters to read books all by yourself.

## **Bend II: Better Together**

8. Partners Make a Plan for Reading Together
9. Partners Help Each Other Monitor Their Reading
10. Partners Coach Each Other in Helpful Ways
11. Partners Use Words They Know in a Snap as They Read
12. Partners Talk about Books: After you read a book with a partner, you can have a little book talk. You can talk about 'wow' pages and add a pinch of you to any book you read. When you do this, you help each other understand your books better.
13. Partners Share Goals

## **Bend III: Giving the Gift of Reading**

14. Giving the Gift of Reading: Readers give their reading away, so to make it the best it can be it helps to practice.
15. Readers Share Their Thinking: To give someone the gift of reading, you read the words and you share your thinking.
16. Video Session: Adding to Pattern Books to Represent Yourself and Your Community
17. Sharing What You Notice about Letters and Words: Readers pause to study the words more closely, noticing the letters they see and the sounds they hear.
18. Making Book Gifts: Readers use everything they know about letters and sounds and words.
19. Preparing for a Community Celebration

## **Phonics:**

Word Scientists (Book 2)

### **Bend I: Studying the Alphabet and the Alphabet Chart**

1. We are word scientists
2. Understanding how the alphabet chart works- keywords and initial sounds
3. Learning snap words to write about what we notice (HFW: look, at, see)

CG: Letter sound & formation: i, f, k

[Letter Sound & Formation Lesson Framework](#)

4. Comparing different alphabet charts
5. Reconstruct a new alphabet chart
6. Adding pictures to the alphabet chart

CG: letter sound & formation: j, v, o

7. Using the alphabet chart with increasing automaticity
8. ABC school

### **Bend II: Using the Alphabet to Write**

9. When you know the alphabet chart really well, you can use it to write
10. Writers use what they know about letters to label their writing

Serravallo

*A Teacher's Guide to Reading*

*Conferences* by Jennifer Serravallo

*Teaching Reading in Small Groups* by

Jennifer Serravallo

*A Teacher's Guide to Mentor Texts* by

Carl Anderson

*Daily Word Ladders* by Timothy Rasinski

*Word Journeys* by Kathy Ganske

*The Megabook of Fluency* by Rasinski & Smith

*The Artful Read-Aloud* by Rebecca Bellingham

[Heart Words](#)

## **Mentor Texts (Instructional Read Aloud):**

*Reading Partners* by Michele Dufresne

*I Can Read* by Michele Dufresne

Teacher selected read alouds

Decodables

Unit readers

Unit pattern books

## **Technology:**

- Document camera
- Online read alouds
- Interactive whiteboard

## **Assessments:**

### **Formative:**

- Thumbs Up Thumbs Down
- Exit Tickets/Post it Notes
- Whiteboards record Think Pair Share
- Affirmative-turn to a partner and give a positive statement "I knew that!" or "Now I Know"
- Conference notes
- Teacher observation

### **Summative:**

- Student portfolio
- Rubrics

### **Benchmark:**

- **Assessing Concepts About Print: "Help Your Teacher Read a Book"**
  - Reassess if students did not meet expectations in Unit 1

**November**

<p>CG: Letter sound &amp; formation: u, g, h</p> <ol style="list-style-type: none"> <li>11. Learning new snap words (HFW: here, is, this)</li> <li>12. Listening to the ends of words matters</li> <li>13. Listening to sounds all across the word</li> </ol> <p><b>Bend III: Studying and Using High Frequency Words to Write and Read</b></p> <ol style="list-style-type: none"> <li>14. Keep your word collection close, so you can grow, study, and use it (HFW: it, in, an)</li> <li>15. Recognize snap words when the font is different</li> </ol> <p>CG: Letter sound &amp; formation: q, z, x</p> <ol style="list-style-type: none"> <li>16. Interactive writing</li> <li>17. Making lesson plans</li> <li>17a. Session 17 Extension 3: Adding a New Snap Word to Our Collection: and</li> <li>18. Word school</li> </ol> <p>CG: Letter sound &amp; formation: w, y</p>	<ul style="list-style-type: none"> <li>● <b>Assessing Letter-Sound Correspondence: “Do You Know Your ABC’s?”</b></li> <li>● Letter Id for Nov. <ul style="list-style-type: none"> <li>○ Below benchmark: 11 or below</li> <li>○ Slightly below benchmark: 12-17</li> <li>○ On benchmark: 18-29</li> <li>○ Exceeds benchmark: 30+</li> </ul> </li> <li>● Letter/Sound for Nov. <ul style="list-style-type: none"> <li>○ Below benchmark: 4 or below</li> <li>○ Slightly below benchmark: 5-8</li> <li>○ On benchmark: 9-13</li> <li>○ Exceeds benchmark: 14+</li> </ul> </li> </ul> <p>End of Unit (November):</p> <ul style="list-style-type: none"> <li>● <b>Assessing Phonological Awareness, Blending, and Segmenting</b> <ul style="list-style-type: none"> <li>○ Meeting expectations: Row 1, 2, 3</li> </ul> </li> <li>● <b>Assessing Developmental Spelling: “Help Mabel Label a Picture Book: A Birthday Party”</b> <ul style="list-style-type: none"> <li>○ Meeting Expectations <ul style="list-style-type: none"> <li>○ Initial Consonants: 5-6</li> <li>○ Final Consonants: 5-6</li> <li>○ Digraphs: 0-2</li> <li>○ Short Vowels: 0-2</li> <li>○ Blends: 0-2</li> </ul> </li> </ul> </li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Words fell out of the book</li> <li>● Pictures fell out of the book</li> <li>● Make it Match</li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>Visual and Performing Arts: 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.</b> Activity: Students will sing rhyming songs and clap out syllables.</p> <p><b>Social Studies:6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</b> Activity: Students will create classroom rules with each other and clap out the syllables of their lists.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.DC.5: Explain what a digital footprint is and how it is created. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</b> Activity: Students will create their own alphabet chart on a Google Doc. The students will insert a table and then add capital letters and lowercase letters with a corresponding picture.</p>	



**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.** Activity: Students will be given an assignment to complete an alphabet book. The class will discuss how reading will benefit them in the future and what careers require the ability to read.

**9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.** Activity: Students will be given an assignment to complete an alphabet book. The class will discuss how reading will benefit them in the future.

### Computer Science & Design Thinking

**8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.** Activity: Students will list upper and lowercase letters and or sight words in a spreadsheet format.

## Reading Unit 3 ~ Super Powers: Reading with Phonics and Sight Word Power

### Enduring Understandings:

- Good readers check for meaning
- Early readers decode CVC words through additive and whole-word blending, both in isolation and in continuous text
- Good readers use slide power to pay attention to every letter
- Readers persevere and use fix-it strategies when words get tricky
- Good readers reread with fluency in mind

### Goals

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.
- L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.WF.K.1 Demonstrate command of the conventions of writing.
- A. Match upper and lowercase letters.
- B. Write upper and lowercase letters, with reference to a model.
- C. Write left to right and include a space between words.
- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.

- F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
- Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
  - Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
  - Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
  - Writing frequently used words accurately.
  - Attempting phonetic spellings of unknown words.
- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RL.MF.K.6. 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).
- RI.MF.K.6. 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).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
  - Continue a conversation through multiple exchanges.
- SL.II.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.
- SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

**Teaching Points:**  
Each lesson includes a phonological awareness extension that must be completed.

**Core Materials:**  
Units of Study for Reading  
Unit 3: Super Powers:  
Reading with Phonics and Sight Word

### **Bend 1: Using Super Powers to Actually Read Words: Slider Power and More**

1. Readers Have Super Powers to Look, Point, and Read: Readers put their finger under a word and slide through all the sounds, saying those sounds together as they go.
2. Super Readers Decide Which Power to Use
3. Super Readers Look through Words from Beginning to End
- 3a. Mid-workshop Session 3. Partners help one another blend the word together
4. Readers Think While They Read: When readers slide across the letters in a word and then put those letters together, and go on to read the next word, and the next . . . they are still thinking. Readers slide across the words and think about the books they're reading.
5. Super Readers Fix It!: When readers make a mistake and the word doesn't make sense, then it's time to activate your fix-it power and reread the sentence so you can fix it up!"
- 5a. Mid-workshop Session 5. Super readers learn from their mistakes
6. Super Readers Team Up to Give Reminders and Use Powers Together: Super Readers remind each other to use all of their powers and make their powers stronger by using them together.

### **Bend 2: Rereading to Bring Books to Life**

7. Super Readers Reread: One way readers practice is they reread their books over and over and each time, their reading gets better and better.
8. Super Readers Read and Reread with Punctuation in Mind: When readers read and reread to make their voices sound smooth, they use punctuation marks to help. Punctuation marks can let readers know which words to read together smoothly and where to take a breath.
9. Readers Reread to Turn Words Into Words They Know in a Snap: Readers reread to turn new words into snap words
10. Readers Reread to Understand the Meaning of Words: Readers reread to understand the words in their books. When they come across a word they don't already know, they use all the pictures and the story to think about what that word might mean and how it might fit into the story. (Vocabulary and context clues)
11. Rereading to Learn What Makes a Character Special: The more we get to know a character, the things that make that character special, the more we understand the character.
12. Readers Reread to Make Their Voices Match the Characters' Feelings: Readers reread books to think about how the characters are feeling and then, they make their voices match those feelings.
13. Readers Reread to Better Understand Their Books

### **Bend 3: Tapping into Every Power**

14. Readers Rap to Practice Word-Part Power: Readers use parts they know to read and to write lots of other words.
15. Readers Use Little Words to Read Bigger Words: When readers know little words like at in a snap, they can use that

Power

Units of Study for Phonics

Unit 3: *Word Part Power*

Supports for Phonological Awareness,  
Heinemann Online Resources

### **Supporting Materials & Teacher Resources:**

Leveled Bookroom

Classroom Libraries

[Phonological Awareness Instruction Toolkit](#)

[Letter Sound & Formation Lesson Framework](#)

*Daily Café* by Gail Boushey and Joan Moser

*When Kids Can't Read* by Kylene Beers

*Reading Above the Fray* by Julia Lindsay

*Shifting the Balance* by Burkins and Yates

*The Reading Strategies Book* by Jennifer Serravallo

*A Teacher's Guide to Reading*

*Conferences* by Jennifer Serravallo

*Teaching Reading in Small Groups* by Jennifer Serravallo

*A Teacher's Guide to Mentor Texts* by Carl Anderson

*Daily Word Ladders* by Timothy Rasinski

*Word Journeys* by Kathy Ganske

*The Megabook of Fluency* by Rasinski & Smith

*The Artful Read-Aloud* by Rebecca Bellingham

[Heart Words](#)

### **Mentor Texts (Instructional Read Aloud):**

Unit Readers

Jump Rope Readers

Laxmi's Mooch

Teacher selected read alouds

### **Technology:**

- Document camera
- ABCya
- Starfall
- RAZ Kids

### **Assessments:**

#### **Formative:**

word to read words that rhyme with it.

16. Readers Use Word Parts to Support Decoding: Readers can take almost any short word and take off the beginning and make your own word part. You can study that part so when you see it again, you can use word-part power to read it.
17. Super Readers Use All Their Powers
18. Super Readers Say and Show Who They Are: Super Readers share who they are with the people they care about. They say, 'I am a Super Reader!' and they show them by using all of their super powers to read.

### Phonics:

Word- Part Power (Book 3)

#### Bend I: Writing Power

1. Using pointer power in writing workshop too (HFW: can)
2. Using snap words and stretch words to write
- 2a Session 2 Extension 2: Learning New Snap Words: To and Do
3. Writers take risks
- 3a. Session 3 Extension 3: Learning New Snap Words: We, Be, and Me
4. Hearing and recording more sounds in words
5. Using our writing superpowers to edit and celebrate our written work

CG: Letter sound & formation review (infrequent letters):

w, x, z, j, q, y

[Letter Sound & Formation Lesson Framework](#)

#### Bend II: Word- Part Power

6. Using word- part power
7. Making words with more vowel consonant rimes
8. Learning to hear rimes in words
9. Mix and make
10. Reading words letter- by- part instead of one letter at a time

CG: Letter sound & formation review (mismatched sounds and names): h, q, w, y, c, g, s

#### Bend III: Word parts, Snap Words, and Digraphs- Yee- haw!

11. Discover new word part power
- 11a. Session 11 extension 2: Learning more new snap words: got, was, went
12. Using word parts (- ip, -op) to write new words
13. Using word parts and Dr. Seuss- like rhymes to read
- CG: Letter sound & formation review (revisiting the middle of the alphabet): l, m, n, o, p
14. Finding word parts in the alphabet chart
15. Studying one word to learn about how letters and words work (HFW: she)
- 15a. Session 15 extension 1: learning a new snap word: he
16. Word-part rodeo
17. Using all your powers

- Thumbs Up Thumbs Down
- Exit Tickets/Post it Notes
- Whiteboards quick
- Think Pair Share

#### Summative:

- Portfolio
- Rubric
- Presentation

#### Benchmarks:

At the End of the Unit:

- **Assessing Phonological Awareness, Blending, and Segmenting:** Phonics p. 91, Reading Unit p. 190
  - Meeting expectations: Rows 1-4
- **Assessing Developmental Spelling: "Help Mabel Label a Picture Book: A Birthday Party"** p. 95
  - Meeting Expectations
  - Initial Consonants: 5-6
  - Final Consonants: 5-6
  - Digraphs: 3-4
  - Short Vowels: 5-6
  - Blends: 0-2
- **Phonic Decoding Assessment:** Reading Unit p. 192
- **Emptying Your Snap Word Pouch:** Phonics p. 107
  - By the end of Kindergarten 50 words

#### Alternative:

- Learning a Letter
- Playing with Letters and Sounds
- Replicate-Play with Vowels
- Forming Capital and or Lowercase Letters
- The Word Fell Out of the Book
- Make it Match

CG: Letter sound & formation review (visually similar letters): E/F, M/N/W, P/R, b/d/p/q, m/n/u	
<b>Interdisciplinary Connections</b>	
<p><b>Visual and Performing Arts: 1.5.2.Crla: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</b> Activity: Students will draw with a partner on their dry erase boards, using elements and principles of design, the Reading Super Powers and label them.</p> <p><b>Social Studies: 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</b> Activity: Students will use their Reading Super Powers when they are learning about rules in their classrooms, community, and neighborhoods.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them.</b>  <b>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</b>  <b>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.</b>  <b>9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).</b> Activity: Students will choose a book to read at their level. They will then explain to the class why the book is recommended or not. Students will listen to the book online and share the similarities and differences of how they read.</p> <p><b>9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.</b>  <b>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</b> Activity: Students will read texts about different jobs. The students will choose a job to discuss and what he/she needs to do to be prepared for the job.</p>	
<b>Computer Science &amp; Design Thinking</b>	
<p><b>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.</b> Activity: Students will list Reading Super Powers and then draw a picture to go with their Reading Super Powers.</p>	

**Reading Unit 4~  
Boosting Reading Power**

<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• Good readers use decoding skills to read the words and illustrations to note a mismatch between the text and pictures</li> <li>• Good readers understand story structure, confirm predictions, and are flexible in their thinking</li> <li>• Readers build a sight vocabulary through repeated practice of successful decoding</li> </ul>
<b>Goals</b>
<p>L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>A. Recognize and produce rhyming words.</li> <li>B. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>C. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>D. Orally repeat multi-syllable words and pronounce the separate syllables.</li> </ul>

- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
  - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - C. Read high-frequency words and grade level irregular words with automaticity.
  - D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
  - E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- L.WF.K.1 Demonstrate command of the conventions of writing.
  - B. Write upper and lowercase letters, with reference to a model.
  - C. Write left to right and include a space between words.
  - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
  - E. Write a common grapheme (letter or letter group) for each phoneme.
  - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
  - A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
  - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
  - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
  - D. Writing frequently used words accurately.
  - E. Attempting phonetic spellings of unknown words.
  - F. Writing initial and final consonant blends (must, slab, plump).
- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
- RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RL.MF.K.6. 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).
- RI.MF.K.6. 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).
- RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.
- RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.II.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.

SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

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

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

#### **Teaching Points:**

**Each lesson includes a phonological awareness extension that must be completed.**

#### **Bend 1: Boosting Think Power Through Picture Power**

1. Super Readers Study Pictures to See More and Understand More: To think deeply about a story, readers read the words and the pictures. They study the pictures closely to see more and understand more of the story.
2. Picture Power Helps Super Readers Think about Story Elements: Readers can use the pictures to think and talk about the important elements of a story. The pictures can help you understand who the characters are, where they are, and what they did in the story.
- 2a. Mid-workshop Session 2a. Partners retell to better understand their stories
3. Super Readers Activate Picture Power to Predict: Readers use the pictures and the words to think about what's happening in the story now, as well as what might happen next! Readers make predictions as they read.
4. Video Session: Super Readers Change Their Thinking
5. Picture Power Helps Super Readers Envision The Story: When you think deeply about a story, you imagine the characters moving and talking inside the setting, like a movie in your mind.

#### **Bend 2: Boosting Slider Power**

6. Super Readers Use Picture Power to Check Their Reading: The picture can help you notice when something doesn't make sense. When the word you read doesn't match what's happening on the page, you look back at the word and try it again.
- 6a. Mid-workshop Session 6a. Readers reread after fixing up words
7. Super Readers Turbo-Boost Their Slider Power to Read Longer Words: Readers can figure out words of any size by sliding through the sounds. No matter how many letters the word has, readers blend all the sounds from beginning to end.
8. Super Readers Look Closely at Vowels: When readers slide across the letters in a word, they make sure not to miss the middle. One letter sound can change the

#### **Core Materials:**

Units of Study for Reading  
Unit 4: Boosting Reading Power  
Units of Study for Phonics  
Unit 4: *Vowel Power*

#### **Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries  
[Phonological Awareness Instruction Toolkit](#)  
[Letter Sound & Formation Lesson Framework](#)  
*Daily Café* by Gail Boushey and Joan Moser  
*When Kids Can't Read* by Kylene Beers  
*Reading Above the Fray* by Julia Lindsay  
*Shifting the Balance* by Burkins and Yates  
*The Reading Strategies Book* by Jennifer Serravallo  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
*A Teacher's Guide to Mentor Texts* by Carl Anderson  
*Daily Word Ladders* by Timothy Rasinski  
*Word Journeys* by Kathy Ganske  
*The Megabook of Fluency* by Rasinski & Smith  
*The Artful Read-Aloud* by Rebecca Bellingham  
[Heart Words](#)

#### **Mentor Texts (Instructional Read Aloud):**



whole word, so readers look closely and say the sound that matches the vowel they see.

8a. Mid-workshop Session 8a. Partners talk about new words together

9. Super Readers Recognize Letter Pairs that Represent a Single Sound: As you slide across a word from beginning to end, you'll find that some letters work together to make one sound. For example, in many words, C and K work together to make the /k/ sound.

9a. Mid-workshop Session 9a. Readers collect and share words with ck

10. Super Readers Notice More Digraphs: Digraphs are letters that work together to make one sound. Sometimes, a digraph makes a sound that's different from each of their letters. The letters ch often make the sound /ch/, the letters sh often make the sound /sh/, and the letters th often makes the sound /th/ (/θ/).

11. Video Session: Super Readers Are Flexible

12. Super Readers Combine Their Powers: Readers use everything they know as they read. They solve words by sliding across all the sounds, and they think deeply about the story too.

### **Bend 3: : Boosting Readers' Power to Read Words in a Snap**

13. Super Readers Use Slider Power to Strengthen Their Power to Read Words in a Snap

14. Super Readers Learn More About Letters and Sounds by Studying Words They Know in a Snap: It is helpful for readers to study the words that come up most often in books. Many of these words have the digraph wh. In wh, the W and H work together to make the /w/ sound.

15. Familiar Words Can Help Super Readers Read Other Words

15a. Mid-workshop Session 15a. Readers remember to check their reading makes sense

16. Super Readers Self-Assess And Practice Words They Know in a Snap

### **Phonics:**

Vowel Power (Book 4)

### **Bend I- Vowels in Every Word**

1. Every word has at least one vowel

CG: Letter sound & formation review: vowels

[Letter Sound & Formation Lesson Framework](#)

2. Checking for vowels in writing

2a. Session 2, Extension 1: Introducing new snap words: How and You

3. Isolating the short-vowel sound in the middle of words (-VC)

3a. Session 3, Extension 1: Introducing New Snap Words: Am and Did

4. Writing sentences with short a and short I (CVC words)

5. Shared reading with a focus on words with short A and short I

6. Editing for short vowels A and I

### **Bend II- Distinguishing short- vowel sounds**

Wordless picture books

Unit readers

Jump Rope Readers

Decodables

*Carmela Full of Wishes*

*Pug* by Ethan Long

### **Technology:**

- Document camera
- Interactive whiteboard
- StarFall

### **Assessments:**

#### **Formative:**

- Thumbs up, Thumbs down
- Exit Tickets/Post it Notes
- Whiteboards
- Think Pair Share
- Tally Marks
- Poll the class

#### **Summative:**

- Portfolio
- Exit ticket
- Class discussion

### **Benchmarks:**

- **Running Record**

At the End of the Unit

- **Assessing Phonological Awareness, Blending, and Segmenting:** Phonics p. 91, Reading unit p. 156
  - Meeting expectations: Rows 1-5
- **High Frequency Words**, Reading unit p. 155
- **Phonic Coding Assessment**, Reading unit p. 158
- **Reading a Decodable**, Reading unit, p. 159

#### **Alternative:**

- Picture sort with initial sounds with kinesthetic learning-hop wiggle touch.
- Letter sorts
- Building words
- Interactive editing
- Middles matter
- Making CVC words
- The Case of the Silent e
- Check the pictures and the letters
- Moving your eyes to the end of the word



<ol style="list-style-type: none"> <li>7. Distinguishing short E, O and I sounds</li> <li>8. Identifying and editing for short E, O and U</li> <li>9. Vocalizing vowel sounds to notice differences</li> <li>10. Introducing new snap words (HFW: on, up, fun, get)</li> <li>11. Using interactive writing to build ownership and support transfer</li> <li>12. Making new words by changing vowels and other letters</li> </ol> <p><b>Bend III- Vowels in Bigger Words</b></p> <ol style="list-style-type: none"> <li>13. Every syllable has at least one vowel</li> <li>14. Segmenting bigger words by syllable</li> <li>15. Distinguishing short-vowel sounds in bigger words</li> <li>16. Vowels make more than one sound (HFW: day, play, say)</li> <li>17. Becoming more automatic with digraphs</li> <li>18. Flexibility with vowel power, word-part power, and snap word power in writing</li> <li>18a. Session 18, Extension 1: Learning the snap word: for</li> <li>19. Mabel's graduation and a celebration of vowel power</li> </ol>	<ul style="list-style-type: none"> <li>• You've got to double check</li> <li>• Use snap words to read longer words</li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>Visual and Performing Arts: 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</b> Activity: Students will act out their new sight words with their partner or rug club.</p> <p><b>Social Studies: 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</b> Activity: Students will read about natural resources. Then they will draw and label natural resources that we use, such as wood, cotton, water, plants, etc. They will share their work with their peers.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Act as a responsible and contributing citizen and employee. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).</b> Activity: Students will share their books with their partner, discussing and explaining the story elements. Students will respond appropriately to their peers. Students will rate their partners' books using an online platform.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: Students will interview a community member to see what qualifications they needed to perform their job.</p>	
<b>Computer Science &amp; Design Thinking</b>	
<p><b>8.1.2.DA.3: Identify and describe patterns in data visualizations.</b> Activity: The students will be given an assignment to type their snap words. The students will type the snap words into a spreadsheet. They will sort the words based on how many letters.</p>	

Reading Unit 5 ~  
Becoming Avid Readers

## Enduring Understandings

- Avid readers react to the text as they read and ask themselves questions
- Good readers apply their phonics skills to read digraphs and blends at the beginning and end of words
- Readers transition from reading sound by sound to recognizing chunks of words
- Writing helps readers to consolidate their reading skills

## Goals

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

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.WF.K.1 Demonstrate command of the conventions of writing.

- D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
- E. Write a common grapheme (letter or letter group) for each phoneme.
- F. Orally segment the phonemes in any single syllable, spoken word.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

- A. Repeat a sentence, identifying how many words are in the sentence.
- B. Write simple sentences.

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

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

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RL.MF.K.6. 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).

RI.MF.K.6. 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).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

- Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

SL.II.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.

SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

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

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

#### **Teaching Points:**

**Each lesson includes a phonological awareness extension that must be completed.**

#### **Bend 1: We Are Avid Readers**

- What Is an Avid Reader?: To become avid readers, it helps to study them closely. You watch and notice and think, ‘What do they do that I can do too?’
- Avid Readers React
- Avid Readers Wonder: Having and Answering Questions about Books: When people read avidly, reacting to what we read, we often find ourselves wondering. We think, ‘Why?’ and we think, ‘How did . . .?’ and ‘Will that . . .?’
- Video Session: Learning from Books, Then Explaining Your New Learning to Others
- Avid Readers Make Playdates
- Reading with Different Voices

#### **Bend 2: Playing with Phonics**

- Avid Readers Make Phonics Playdates: When avid readers come to longer words, they don’t always slide letter by letter through all those letters. They know that some of the letters are partners, and they read those letter partners quickly.
- Playing with Blends: When you see digraphs in a word, you say, ‘I know you’, and read them in a snap, the same thing is true of blends. You don’t even need to slide across the letters of a blend because after a while, you just read the

#### **Core Materials:**

Units of Study for Reading  
Heinemann Unit 4: Becoming Avid Readers

Units of Study for Phonics  
Unit 5: Playing With Phonics

#### **Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries

[Phonological Awareness Instruction Toolkit](#)

[Letter Sound & Formation Lesson Framework](#)

*Daily Café* by Gail Boushey and Joan Moser

*When Kids Can’t Read* by Kyleene Beers  
*Reading Above the Fray* by Julia Lindsay

*Shifting the Balance* by Burkins and Yates

*The Reading Strategies Book* by Jennifer Serravallo

*A Teacher’s Guide to Reading*

*Conferences* by Jennifer Serravallo

*Teaching Reading in Small Groups* by

blend in a snap.

9. Reading Words that End with NG: Today I want to teach you about a hiding digraph: ng. These two letters, together, are almost always hiding at the end of words. They make a new sound (like ch does, and sh) but these letters make a quiet sound, so I call it the hiding digraph.
10. Writing Decodable Books like a Teacher: Today I am going to teach you that to write phonics books, you start with a giant list of words, then you think of a character—it can be a made-up character. You tell what the character does—one thing, the next thing, the next thing, touching the pages and telling the story before you write. The story you tell and write uses the words on your list and also your snap words, so you can touch those words, too, as you tell the story.
11. Being The Teacher While Playing School: To be a good reading teacher, it helps to think about what you like to do yourself, as a reader, and to find ways for kids to do that fun work too.
12. Video Session: Doing Shared Reading While Playing School

### **Bend 3: Avid Readers Find More Ways to Grow**

13. Reacting to Books: Avid readers don't just slide across words. They don't just read sentences. Avid readers also feel what their characters feel.
14. Capturing Thinking about Books: When avid readers have thoughts during reading, those thoughts are precious. Avid readers want to hold onto those thoughts so they don't just float away. It really helps if, rather than just put a blank sticky note on the page, you draw or write a little something to remind you of what you were thinking.
15. Avid Readers Reach for Just-Right Words to Describe Feelings: When thinking about a character's feelings in a story, it helps to be as specific, as precise, as you can be. Instead of just saying, 'He is happy,' it's good to think, 'Is that the best word for it?' and to try to find a just-right word to describe what you mean.
16. Video Session: Close Reading and Book-Based Pretending
17. Reading for Meaning and Rhythm and Fun
18. Readers Bring Out a Poem's Meaning and Feeling

### **Phonics:**

Playing With Phonics (Book 5)

#### **Bend I: Playing With Sounds**

1. Playing with sounds
- 1a. Session 1, Extension 2: Learning new snap words: come, are, too, love
2. Listening for the sounds that are "Hiding in the Edges" of blends
3. Reading poetry with All You Know
4. Playing "Guess the Covered Word" with Poetry
5. Revisiting writing to capture all the sounds in words

#### **Bend II: Writing Longer Words**

6. Magic Spells

Jennifer Serravallo

*A Teacher's Guide to Mentor Texts* by Carl Anderson

*Daily Word Ladders* by Timothy Rasinski

*Word Journeys* by Kathy Ganske

*The Megabook of Fluency* by Rasinski & Smith

*The Artful Read-Aloud* by Rebecca Bellingham

[Heart Words](#)

### **Mentor Texts (Instructional Read Aloud):**

Decodable Little Blossom books: *The Case of the...* Series

Unit Readers

Jump Rope Readers

*Crossings*

*Bulldozers*

*The Three Billy Goats Gruff* by Paul Galdone

*Danbi Leads the Parade* by Anna Kim  
Songs and poems

Teacher selected read alouds

### **Technology:**

- Document camera
- Tumble Books
- Storytime Online

### **Assessments:**

#### **Formative:**

- Thumbs up, Thumbs down
- Exit Tickets/Post it Notes
- Whiteboards record
- Think Pair Share
- Exit ticket

#### **Summative:**

- Portfolio
- Rubric
- Projects

### **Benchmark:**

#### **Reading Unit:**

- **High Frequency Words**, p. 174
- **Phonemic Awareness**, p. 175
- **Phonic Decoding**, p. 176
- **Reading a Decodable Text**, p. 177

#### **Alternative:**

- Tap it! Identifying Beginning Sounds
- Tap it! Identifying Ending Sounds

<p>7. Activating word-part power to write longer words</p> <p>8. Learning new snap words to write even more words (HFW: all, ball, had, will)</p> <p>9. Using snap words and blends to add sound effects to our writing</p> <p><b>Bend III: Playing with Phonics Poems</b></p> <p>10. Writing Silly rhyming poems</p> <p>10a. Session 10, Extension 1: Introducing New High Frequency Words: go, so, no, by</p> <p>11. Building a store house of rhymes (-ick, -ell, -uck -ow, -og)</p> <p>12. Revising rhymes using blends and digraphs</p> <p>13. Alliteration</p> <p>14. Writing real poetry using all of our phonics knowledge</p> <p><b>Bend IV: Phonics Projects</b></p> <p>15. Launching phonics projects</p> <p>15a. Session 15, Extension 1: Learning new snap words: has, as, her, and him</p> <p>16. Comparing and contrasting words with the letter I</p> <p>17. Being flexible when you read I words</p> <p>18. Learning even more</p> <p>19. Sharing all we've learned about vowel</p> <p>20. Celebrating our learning from kindergarten</p>	<ul style="list-style-type: none"> <li>• Try it Many Ways -Spelling with Long Vowels</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	
<p><b>Visual and Performing Arts: 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).</b> Activity: Students will choose one book to act out in a small group.</p> <p><b>Social Studies: 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</b> Activity: Students will create recycling posters while using their "Talking like Experts" voices with their facts and information about recycling.</p>	
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	
<p><b>Career Ready Practice: Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</b> Activity: Students will use a Google Doc or Google Slide to create a presentation about key story elements.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: Students will take a walk around the school building reading signs and discussing the importance of the signs. Then students will identify which jobs might require the ability to read and understand signs.</p>	
<p><b>Computer Science &amp; Design Thinking</b></p>	

**8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.** Activity: Students will explore phonics websites to enhance comprehension and word family skills.

**Reading Unit 6 ~  
Growing Expertise in Little Books: Reading for Information**

**Enduring Understandings**

- Good readers use strategies to notice more and more as they read
- Readers read the words and use the pictures to add to understanding of topics
- Readers raise questions about the text
- Readers can read more than one book about a topic and add what they learn from one to what they learn from the next

**Goals**

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- D. Writing frequently used words accurately.
- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

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

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RL.MF.K.6. 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).

RI.MF.K.6. 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).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.II.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.

SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

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

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

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A. Identify new meanings 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.

### Teaching Points:

#### **Bend 1: Readers Become Experts on Topics by Reading Books, Asking Questions, and Talking with Others**

1. Readers activate prior knowledge by using “getting-ready-to-read” strategies like looking at the cover, reading the title, and walking through pictures.
2. Good readers select informational books that are just right.
3. Good readers wonder and raise questions as they read: I wonder why...? Where does...? What is this....?
4. Readers identify key details by asking: who? what? when? where? how? why?
5. Readers build engagement by working with partners to shop for books, make book recommendations, and swap books.
6. Readers practice summarizing by reading and retelling with reading partners, saying “This book was mostly about \_\_\_\_\_. One example was \_\_\_\_\_.”
7. Readers determine importance by looking for main ideas in the conclusion and asking: “How does this ending go with all the pages in the book and the title?”
8. Readers practice retelling by teaching others about the information they have been gathering, saying things like, “Did you know? Another interesting piece of information is... In this book, it teaches you all about...”
9. Readers practice active listening by listening to a partner, asking questions, and then working together (rereading,

### Core Materials:

Units of Study for Reading  
 Growing Expertise in Little Books:  
 Reading for Information  
 If...Then...Curriculum  
 Units of Study for Phonics  
 Supports for Phonological Awareness,  
 Heinemann Online Resources

### Supporting Materials & Teacher Resources:

Leveled Bookroom  
 Classroom Libraries  
[Phonological Awareness Instruction Toolkit](#)  
[Letter Sound & Formation Lesson Framework](#)  
*Daily Café* by Gail Boushey and Joan Moser  
*When Kids Can't Read* by Kylene Beers  
*Reading Above the Fray* by Julia Lindsay  
*Shifting the Balance* by Burkins and

pointing to pictures and words, searching for new books) to think of possible answers.

### **Bend 2: Readers Learn about Words inside Their Books, Too!**

10. Readers build vocabulary by rereading their books and finding important words that go with the topic of the book.
11. Readers build vocabulary by teaching partners important expert words in their book (use pictures, describe what it looks like or what it does, give an example or two).
12. Good readers self-monitor and activate prior knowledge by asking themselves, “Is this a word I know?” or “What would make sense?” to think about the domain-specific vocabulary they find in their books.
13. Readers monitor for sound-alikes by thinking about how the word is used in the sentence to figure out its meaning.
14. Readers build vocabulary by asking themselves, “What might this word mean? Are there any clues in the picture or in the other words on the page?”
- CG. Readers look at the endings of words and use the endings -ed, -s, and -ing as a clue when reading an unfamiliar word
15. Readers synthesize information in books with reading partners by pointing and labeling parts, commenting on what they see, and saying how parts of the picture and text go together.
16. Readers synthesize information by noticing what repeats.
17. Readers synthesize information by looking closely at photographs and think: “The words say \_\_\_\_\_. I also see \_\_\_\_\_ in the picture, and it makes me think \_\_\_\_\_.”
18. Readers determine main idea by asking: “How does this fit with the title?”
19. Readers determine main idea by adding up details and asking: “How do all these pages fit together so far?” and again to think “What is this whole book mostly about?”

### **Bend 3: Readers Can Think about What’s the Same and What’s Different in – and across – Books**

20. Readers build engagement and practice retelling by reading multiple books on a topic and sharing what they learned with a reading partner.
21. Readers reread books on the same topic thinking about what is the same and what is different in each book.
22. Readers can retell the important ideas an author wanted them to know and give support from the text.
23. Readers compare books by looking at text features like a table of contents, glossary, or a caption to a photograph
24. Readers synthesize and make inferences by thinking about everything authors want them to learn about a topic, asking “What did the authors want us to learn about this topic?” “What is the same and what is different about the information on the pages?”
25. Readers synthesize and make inferences by laying books side by side and ask themselves: “What did I learn about the topic from this one? What did I learn about it from this other one?”

### **Phonics:**

Yates

*The Reading Strategies Book* by

Jennifer Serravallo

*A Teacher's Guide to Reading*

*Conferences* by Jennifer Serravallo

*Teaching Reading in Small Groups* by

Jennifer Serravallo

*A Teacher's Guide to Mentor Texts* by

Carl Anderson

*Daily Word Ladders* by Timothy

Rasinski

*Word Journeys* by Kathy Ganske

*The Megabook of Fluency* by Rasinski &

Smith

*The Artful Read-Aloud* by Rebecca

Bellingham

### **Mentor Texts (Instructional Read Aloud):**

*Who Works at the Zoo?* By Sarah

Russell

*Zoo Looking* by Mem Fox

### **Technology:**

- Document camera
- Interactive whiteboard

### **Assessments:**

#### **Formative:**

- Thumbs up, Thumbs down
- Exit Tickets/Post it Notes
- Affirmative-turn to a partner and give a positive statement “I knew that!” or “Now I Know “
- Poll the class
- Reading conferences

#### **Summative:**

- Portfolio
- Rubric

### **Benchmark:**

At the End of the Unit

- **Assessing Developmental Spelling: “Help Mabel Label a Picture Book: A Birthday Party” p. 95**
  - Meeting Expectations
    - Initial Consonants: 5-6
    - Final Consonants: 5-6
    - Digraphs: 5-6
    - Short Vowels: 5-6
    - Blends: 3-4



<ol style="list-style-type: none"> <li>1. Guide students through a round (or more) of <a href="#">phonics projects</a></li> <li>2. Additional materials are available in the online resources section of Unit 5: Orientation to the Unit</li> <li>3. Replicate the process for phonics projects from bend four of unit 5, this time spotlighting phonics concepts students need to explore or reinforce</li> <li>4. Topics that many Kindergarteners would benefit from revisiting in phonics include: Letter Formation (uppercase and/or lowercase) Phonograms (Word Part Power) Digraphs and blends Vowels High Frequency Words Utilize small group lessons from the Small Groups to Support Phonics book to support your instruction during this unit</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Emptying Your Snap Word Pouch</b> p. 107 <ul style="list-style-type: none"> <li>○ By the end of Kindergarten 50 words</li> </ul> </li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Using the Alphabet Chart to Label Pictures in Favorite Books</li> <li>• Matching Magnetic Letters to the Alphabet Chart-Name it, sound it, match it</li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>Math: K.M.A.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</b> Activity: Students will build a ramp at varying heights and use different objects to determine force. Students will then share their findings and compare them to what they have read about the topic in read aloud and self-selected nonfiction books.</p> <p><b>Visual and Performing Arts: 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</b> Activity: Students will create a song about their non-fiction topic with a partner or small group. Using the facts they have learned about their topic.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Work productively in teams while using cultural global competence. 9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</b> Activity: Students will find ways to increase the engagement and contribution of book talks by participating in small group discussions to discuss key details in texts (who, what, where, when, why, how).</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: The students will make a list of goals for reading for the month and at the end of the month, check to see if they have made their goals. Students will explain why goal setting would be a helpful job skill.</p>	
<b>Computer Science &amp; Design Thinking</b>	
<p><b>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</b> Activity: Students will create a non-fiction book by using real pictures from the internet and then writing facts and information about their topic. Students will discuss how publishing a book has changed over time.</p>	

**Reading Unit 7**  
**Readers Are Resourceful: Tackling Hard Words and Tricky Parts**

Enduring Understandings
<ul style="list-style-type: none"> <li>• Good readers use more than one strategy when decoding unfamiliar words if initially unsuccessful</li> <li>• Good readers monitor their reading and self-correct as needed</li> <li>• Good readers reread for multiple purposes</li> </ul>
Goals
<p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p> <p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> <li>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>C. Read high-frequency words and grade level irregular words with automaticity.</li> <li>D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</li> </ol> <p>L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> <li>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> </ol> <p>RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).</p> <p>RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).</p> <p>RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</p> <p>RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).</p> <p>RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RL.MF.K.6. 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).</p> <p>RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p> <p>RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</p> <p>SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>Continue a conversation through multiple exchanges.</p> <p>SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>

SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

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

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

### Teaching Points:

#### **Bend 1: Think About the Story and How the Books Sounds to Figure Out Words**

1. Inquiry Lesson: How do readers know when they need to go back and fix things up? Readers use self-monitoring strategies to know when things aren't making sense.
2. Readers activate prior knowledge about a topic before reading to help prepare for tricky words
3. When solving a tricky word, readers start by looking at the letters and make every sound.
4. When solving a tricky word, readers stay focused on the print by keeping their eyes on the letters and stick with it until the end
5. Readers decode by checking the beginning, middle and end of a word and blending them together. Readers check to make sure the word makes sense and sounds right.
6. Readers attend to syntactical structures by looking closely at verbs and verb tenses
7. After solving a tricky word, readers reread to confirm or eliminate word choices during/after problem solving

#### **Bend 2: Readers Are Flexible Problem Solvers**

8. When decoding, readers know that some consonant letters (e.g., c, g, y) can spell more than one sound. When reading tricky words, readers look to see if the word has one of these letters, and if it does, they will try another sound that letter can spell to fix it
9. When decoding, readers remember consonant pairs that make one sound (e.g., ch, th, sh) When they come to any of these combinations, they make sure to say one sound not separate sounds
10. Mid-Workshop Session 3, Unit 5, p.99: Readers find digraphs everywhere in words
11. Mid-Workshop Session 4, Unit 5, p. 107: Using all you know to write words
12. When decoding, readers remember to be flexible with vowels--try one sound, then another you know that letter can represent--until you read a word that sounds like a word you know and makes sense in the sentence
13. Good readers make multiple attempts to solve tricky words and don't give up
14. Readers monitor for words that are pronounced the same but have different meanings (e.g., here or hear, hair or hare) Readers think about how the word is used in the sentence to figure out its meaning.
15. Good readers need to be flexible, and transfer strategies from one tricky word to another across different texts
16. Reading partners can help each other through the tricky parts by using all the anchor charts, asking each other

### Core Materials:

Units of Study for Reading  
Readers Are Resourceful: Tackling Hard Words and Tricky Parts  
If...Then...Curriculum  
Units of Study for Phonics

### Supporting Materials & Teacher Resources:

Leveled Bookroom  
Classroom Libraries  
[Phonological Awareness Instruction Toolkit](#)  
[Letter Sound & Formation Lesson Framework](#)  
*Daily Café* by Gail Boushey and Joan Moser  
*When Kids Can't Read* by Kylene Beers  
*Reading Above the Fray* by Julia Lindsay  
*Shifting the Balance* by Burkins and Yates  
*The Reading Strategies Book* by Jennifer Serravallo  
*A Teacher's Guide to Reading Conferences* by Jennifer Serravallo  
*Teaching Reading in Small Groups* by Jennifer Serravallo  
*A Teacher's Guide to Mentor Texts* by Carl Anderson  
*Daily Word Ladders* by Timothy Rasinski  
*Word Journeys* by Kathy Ganske  
*The Megabook of Fluency* by Rasinski & Smith  
*The Artful Read-Aloud* by Rebecca Bellingham

### Mentor Texts (Instructional Read Aloud):

*The Pond* by Janice Boland  
*Piggy and Dad Play, Lemonade for Sale, Play Ball!, and Water Balloons* from Brand New Readers Series

### Technology:

- Document camera
- Storybook online

questions, talking about the tricky parts and suggesting strategies

### **Bend 3: Readers Make Their Reading Sound Great**

17. Mid-Workshop Session 1, Unit 5, p. 132: Readers work through distractions Readers reread to figure out tricky words
18. Readers reread to make their voice sound smooth
19. Readers reread to figure out confusing parts
20. Readers reread to find new information or details
21. Readers reread to make their voice match the character's feelings
22. Mid-Workshop Session 6, Unit 5, p. 64: Readers reread their books with different voices
23. Readers reread to find parts to share with their reading partner
24. Reading partners make plans for rereading by looking at classroom charts and remembering partner time is for reading, talking, asking and answering questions, and seeking help.
25. Mid-Workshop Session 3, Unit 5, p. 150: Readers ask why a character is feeling something and talk about those ideas with a partner
26. Reading partners can read aloud together by putting their two voices together to make one smooth voice
27. Reading partners can read aloud together by seesaw reading.
28. Reading partners can read aloud together by echo reading.

### **Phonics:**

Guide students through another round (or more) of [phonics projects](#)

Additional materials are available in the online resources section of Unit 5: Orientation to the Unit

Replicate the process for phonics projects from bend four of unit 5, this time spotlighting phonics concepts students need to explore or reinforce

Topics that many Kindergarteners would benefit from revisiting in phonics include:

Letter Formation (uppercase and/or lowercase)

Phonograms (Word Part Power)

Digraphs and blends

Vowels

High Frequency Words

Utilize small group lessons from the *Small Groups to Support Phonics* book to support your instruction during this unit

### **Assessments:**

#### **Formative:**

- Thumbs up, Thumbs down
- Whiteboards
- Paired -Shared- take two Pair Shared partners to share with another group of two
- Exit tickets

#### **Summative:**

- Portfolio
- Rubric

#### **Benchmark:**

##### **• End of Year Running Record Assessment Expectations:**

- Below Benchmark: B
- Approaching Benchmark: C
- On Benchmark: D/E
- Exceeds Expectations: F

- At the End of the Unit: **Assessing Letter-Sound Correspondence, Phonological Awareness, Blending, and Segmenting, and Developmental Spelling** for any student not previously on benchmark

- **Emptying Your Snap Word Pouch** p. 107
  - By the end of Kindergarten 50 words

#### **Alternative:**

- Tap it! Identifying Beginning Sounds
- Tap it! Identifying Ending Sounds
- Revising writing to Capture All the Sounds in Words
- Learning words in a snap
- Building Sentences with Snap Words
- Snap Word Checkup
- Where, Oh Where is Mabel-Reading Prepositions in a snap
- Cleaning Up Snap Word Mix Ups

### **Interdisciplinary Connections**

**Visual and Performing Arts: 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.** Activity: Students will be assigned a digraph. They will create a poster of words and pictures of the digraph.

**Social Studies: 6.1.2.EconET.1: Explain the difference between needs and wants.** Activity: Students will be assigned to make a list of “needs” and “wants”. Students share and discuss their list with their peers.

21st Century Skills
<p><b>Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them.</b></p> <p><b>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</b> Activity: Students will work in small reading groups. As students are reading, they will discuss strategies on how to break down tricky words and how the skill will help them as a student for life. Students will create a video modeling how they broke it down.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: Students will listen to a book about kindness (related to SEL). The students will discuss the importance of kindness at school and the effects of not being kind. Explain how kindness is an important part of working with others at any job.</p>
Computer Science & Design Thinking
<p><b>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</b> Activity: Students will create their own word wall in a Google Doc.</p>

## KINDERGARTEN WRITING

### Writing Unit 1 ~ Launching the Writing Workshop

Enduring Understandings:
<ul style="list-style-type: none"> <li>Students see themselves as authors and illustrators</li> <li>Writers use pictures and/ or words to communicate with one another and to express our ideas</li> <li>Writers use routines and materials to help them develop stories</li> </ul>
Goals
<p>L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <ol style="list-style-type: none"> <li>Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).</li> <li>Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.</li> <li>Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.</li> <li>Writing frequently used words accurately.</li> <li>Attempting phonetic spellings of unknown words.</li> <li>Writing initial and final consonant blends (must, slab, plump).</li> </ol> <p>L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> </ol> <p>W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.</p> <p>W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from</p>

provided sources to answer a question.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

**Teaching Points:**

**Bend 1: We Are All Writers**

1. Young writers think of something that they know and use pictures and words to put their ideas on paper
2. Writers look back at their writing and see if they can add to it
- 2a. Mid-Workshop Session 2: Writers write more than one piece in a day
3. Writers come up with solutions to their problems and carry on writing
- 3a. Mid-Workshop Session 3: The sound of productive independent writing
4. Writers picture what they want to write about first and then put all the details on the page
5. Young writers say words slowly and then write down the sounds that they hear
6. When writers have an idea that is hard to draw or a word that is hard to spell, they don't quit. Writers keep writing
- 6a. Mid-Workshop Session 6: Writers use the "When We Are Done We have Just Begun" Chart

**Bend 2: Writing Teaching Books**

7. When writers want to teach more, they add more pages to their books
  8. When writers write a whole book, they plan how that book will go
- CG Writers use drawings and diagrams to add information to their writing
9. Writing partners help each other add more to their writing by asking and answering questions
  - 9a. Mid-Workshop Session 9: Writers can be our own writing partners when we self-assess
  10. Young writers say words slowly, over and over again, to write all of the sounds that they hear
  - 10a. Mid-Workshop Session 10: Writers stretch out words to hear beginning and ending sounds
- CG Writers understand that words are part of creating a sentence. They can repeat a sentence, identifying how many words are in the sentence.
- CG Writers can use manipulatives or digital tools to construct complete sentences
- CG Writers build their vocabulary by exploring words. To learn all about commonly used words, writers sort them into categories
- CG Writers think about words they use everyday. They name common verbs and adjectives and relate them to their opposites.
- CG Writers think about how words are used in real life by exploring around them. For example they find places that are colorful and then brainstorm words used to describe that place and why we need them

**Core Materials:**

Units of Study for Writing  
Unit 1: Launching the Writing Workshop

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries  
*One to One: The Art of Conferring with Young Writers* - Calkins, Hartman, White  
*Writing Strategies Book*  
Jennifer Serravallo  
*Daily Five*  
Gail Boushey & Joan Moser  
*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson  
*Teaching Writing in Small Groups* by Jennifer Serravallo

**Mentor Texts (Instructional Read Aloud):**

*Chicka Chicka Boom Boom* by Bill Martin, Jr.  
*A Bedtime Story* by Mem Fox  
*Three Billy Goats Gruff* a Norwegian Folk Tale  
*The Crayon Box That Talked* by Shane Derolf  
*When I Was Five* by Arthur Howard  
*Mud* by Mary Lyn Ray  
*Birds*, by Kevin Henkes  
*Hoptoad* by Jane Yolen  
*A Boy, A Dog, and A Frog* by Mercer Mayer  
*Pancakes for Breakfast*, by Tomie DePaolo  
*Kitten's First Full Moon* by Kevin Henkes  
*Rain*, by Manya Stojic  
*The Zoo* by Suzy Lee  
*When Sophie Gets Angry- Really, Really Angry* by Molly Bang  
*Birdsongs* by Betsy Franco and Steve Jenkins  
*Long Night Moon* by Cynthia Rylant

**Technology:**

- Starfall
- ABCya
- Document camera

**Assessments:**

**Formative:**

- Thumbs up, Thumbs down
- Exit Tickets/Post it Notes
- Student/teacher conferences
- Writing samples
- Writer's folders
- Student Performance Checklists
- Learning Progressions

**Summative:**

	<ul style="list-style-type: none"> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Standards-Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Create a poster</li> <li>• Interview</li> <li>• Role-play</li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>Social Studies: 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</b> Activity: Students will draw pictures of classroom rules and then write two sentences about the classroom rule they chose.</p> <p><b>Visual and Performing Arts: 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.</b> Activity: Students will use a digital tool to draw and write about their pictures with a partner.</p>	
<b>21st Century Skills</b>	
<p><b>Career Ready Practice: Act as a responsible and contributing community member and employee.</b> Activity: Students will make a poster about how they are responsible people, labeling the picture.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: As a class, the students will generate a list of class jobs. They will describe the importance and function of the job in class and how it can be transferred to other areas.</p>	
<b>Computer Science &amp; Design Thinking</b>	
<p><b>Technology: 8.1.2.A.2 Create a document using a word processing application.</b> Activity: Students will print pictures from their computers and write two sentences about the pictures. The picture can be anything of interest to them.</p>	

**Writing Unit 2**  
**Show and Tell Writing: From Labels to Pattern Books**

<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• Reading and writing nonfiction books and thinking like a scientist help one to gain an understanding of the world.</li> </ul>
<b>Goals</b>
<p>L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <p>A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).</p> <p>B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant)</p>

<p>word.</p> <p>C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.</p> <p>D. Writing frequently used words accurately.</p> <p>E. Attempting phonetic spellings of unknown words.</p> <p>F. Writing initial and final consonant blends (must, slab, plump).</p> <p>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</p> <p>A. Repeat a sentence, identifying how many words are in the sentence.</p> <p>B. Write simple sentences.</p> <p>C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.</p> <p>D. Use end punctuation.</p> <p>E. Use manipulatives or digital tools to construct complete sentences.</p> <p>F. Write sentences with increasing complexity.</p> <p>G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</p> <p>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <p>E. Produce and expand complete sentences in shared language activities.</p> <p>W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.</p> <p>W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</p>	
<p><b>Teaching Points:</b></p> <p><b>Bend 1: Writing is a Way to Show and Tell</b></p> <ol style="list-style-type: none"> <li>1. Drawing and writing a lot on each page</li> <li>2. Writers plan what they’ll draw and write</li> <li>3. Returning to a page to add more</li> <li>4. Writers use everything they know to spell words and don’t wait to be perfect</li> <li>5. Writing partners can help each other celebrate and add more</li> </ol> <p><b>Bend 2: Writing Show-and-Tell Books</b></p> <ol style="list-style-type: none"> <li>6. Writers write show-and-tell books about important places</li> <li>7. Writers make time for drawing and writing</li> <li>8. Writers and illustrators make decisions</li> <li>9. Adding longer labels to bring pages to life</li> <li>10. Writing sentences that say what pictures and labels can’t</li> <li>11. Growing writers talk about their writing in important ways</li> </ol> <p><b>Bend 3: Using Patterns to Write Show-and-Tell Books</b></p> <ol style="list-style-type: none"> <li>12. Writing books that kids want to read</li> <li>13. Talking and writing with patterns and snap words</li> <li>14. Studying how sentences look</li> <li>15. Slowing down to leave spaces between words</li> <li>16. Writers write more sentences on a page</li> <li>17. Writers think about how their books will end</li> <li>18. Write simple sentences</li> <li>19. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words</li> <li>20. Use end punctuation</li> <li>21. Fancying up your writing</li> <li>22. Bookstore celebration</li> </ol>	<p><b>Core Materials:</b></p> <p>Units of Study for Writing</p> <p><i>Show and Tell Writing: From Labels to Pattern Books</i></p> <p><b>Supporting Materials &amp; Teacher Resources:</b></p> <p>Leveled Bookroom</p> <p>Classroom Libraries</p> <p><i>One to One: The Art of Conferring with Young Writers</i> - Calkins, Hartman, White</p> <p><i>Writing Strategies Book</i></p> <p>Jennifer Serravallo</p> <p><i>Daily Five</i></p> <p>Gail Boushey &amp; Joan Moser</p> <p><i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson</p> <p><i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</p> <p><b>Mentor Texts (Instructional Read Aloud):</b></p> <p><i>Best Friends</i> by Tine Athaide</p> <p><i>Daisy’s Party Dress</i> by Michele Dufresne</p> <p><i>Look at Me!</i> by Eleanor Flegg</p> <p><i>Moms</i> by Mathew Hugo</p> <p><i>The Zoo</i> by Rose Lewis</p> <p><i>Now</i> by Antoinette Portis</p> <p><i>Soccer</i> by Byrd Baylor</p> <p><i>A Tree for all Seasons</i> by Jill Esbaum</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• RAZ Kids</li> <li>• Document camera</li> <li>• Storybook Online</li> </ul> <p><b>Assessment:</b></p> <p><b>Formative:</b></p>



	<ul style="list-style-type: none"> <li>• Thumbs up, Thumbs down</li> <li>• Exit tickets/Post it notes</li> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writer's folders</li> <li>• Student Performance Checklists</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Standards-Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Create a poster</li> <li>• Interview</li> <li>• Role-play</li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>Visual and Performing Arts: 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.</b> Activity: Students will create a story with a partner. They will act out the story and then try to write two sentences about the created drama.</p> <p><b>Social Studies: 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</b> Activity: Students will draw pictures of different friends in the classroom while comparing their facial characteristics, eyes, hair, height, etc. Then label each of the details they drew and explain why it is important to celebrate differences between individuals.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).</b> Activity: Students will create a digital picture showing how they are responsible at home. Students will share their work on a digital platform with the ability to post comments and collect feedback.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: Students will listen to a story, and then they will respond in writing/drawing if they like or dislike the book. Then they will explain why knowing your likes and dislikes is helpful in selecting a job.</p>	
<b>Computer Science &amp; Design Thinking</b>	
<p><b>8.1.2.DA.2 Store, copy, search, retrieve, modify, and delete data using a computing device.</b> Activity: Students will create booklets on the computer. They will print pictures and type at least one sentence to go along with the picture they chose.</p>	

**Writing Unit 3**  
**Launching the Writing Workshop and Writing For Readers**

Enduring Understandings	
<ul style="list-style-type: none"> <li>Writers can share their personal experiences.</li> <li>Writers tell and write stories in sequential order.</li> <li>Writers understand that every experience can be turned into a piece of writing.</li> </ul>	
Goals	
<p>L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <ul style="list-style-type: none"> <li>A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).</li> <li>B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.</li> <li>C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.</li> <li>D. Writing frequently used words accurately.</li> <li>E. Attempting phonetic spellings of unknown words.</li> <li>F. Writing initial and final consonant blends (must, slab, plump).</li> </ul> <p>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</p> <ul style="list-style-type: none"> <li>A. Repeat a sentence, identifying how many words are in the sentence.</li> <li>B. Write simple sentences.</li> <li>C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.</li> <li>D. Use end punctuation.</li> <li>E. Use manipulatives or digital tools to construct complete sentences.</li> <li>F. Write sentences with increasing complexity.</li> <li>G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</li> </ul> <p>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <ul style="list-style-type: none"> <li>A. Use frequently occurring nouns and verbs.</li> <li>E. Produce and expand complete sentences in shared language activities.</li> </ul> <p>W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.</p> <ul style="list-style-type: none"> <li>A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).</li> <li>B. Provide limited details of experiences, events, or characters.</li> <li>C. Provide a reaction to the experiences or events.</li> </ul> <p>W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.</p> <p>W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</p>	
<p><b>Teaching Points:</b></p> <p><b>Launching Writer’s Workshop</b></p> <p><b>Bend 3: Writing Stories</b></p> <ol style="list-style-type: none"> <li>Writers get ready to write by telling their stories first</li> <li>Writers plan how their stories will go by touching each page as they tell their stories</li> <li>Writers add details to their writing by thinking about where they were, who they were with, and what they were doing in their story</li> <li>Writers bring their stories to life by making their characters talk</li> </ol>	<p><b>Core Materials:</b></p> <p>Units of Study for Writing</p> <p>Unit 2: Writing For Readers (Narrative)</p> <p><b>Supporting Materials &amp; Teacher Resources:</b></p> <p>Leveled Bookroom</p> <p>Classroom Libraries</p> <p><i>One to One: The Art of Conferring with Young Writers</i> - Calkins, Hartman, White</p> <p><i>Writing Strategies Book</i></p> <p>Jennifer Serravallo</p>

<p>5. Writers reread their stories, drawing on everything they know to improve them</p> <p><b>Bend 4: Preparing for Publication</b></p> <p>6. Writers edit their writing by rereading their words and rewriting them, if necessary, to make their writing more readable to themselves and others</p> <p>7. Writers read the work of others and ask questions when they do not understand</p> <p><b>Writing for Readers</b></p> <p><b>Bend 1- Writing Stories that People Can Really Read</b></p> <p>1. Students learn to make sure their reading is easy for others to read</p> <p>2. Students use previous knowledge and anchor charts to write True Stories people really want to read</p> <p>3. Students elaborate on drawings to tell their story</p> <p>4. Students will learn to write a sentence</p> <p>5. Students will learn the power of rereading often to improve writing</p> <p><b>Bend 2- Tools Give Writers Extra Power</b></p> <p>6. Students will learn to use tools and checklists to help make writing the best it can be</p> <p>7. Students will learn that vowels help writers spell the middle parts of words</p> <p>8. Students learn to rely on words they know to make writing more readable</p> <p>9. Students learn to enhance stories using storytelling language</p> <p><b>Bend 3- Partnering for Revision: Making Stories More Fun to Read</b></p> <p>10. Students are invited to mentally revisit previous writing and make their stories even better</p> <p>11. Students are taught to use tools such as flaps to insert and build on stories</p> <p>12. Students will learn strategies for using strong leads</p> <p>13. Students will learn the benefits of peer partnerships</p> <p>14. Students will use all they know to revise a piece to publish</p> <p>15. Students will practice writing endings that leave the reader with a strong feeling</p> <p>CG. Write sentences with increasing complexity</p> <p>CG. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame</p> <p>CG. Use frequently occurring nouns and verbs</p> <p>16. Writers work to make a piece beautiful and celebrate what they’ve learned about writing and revising true stories</p>	<p><i>Daily Five</i> Gail Boushey &amp; Joan Moser <i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson <i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</p> <p><b>Mentor Texts (Instructional Read Aloud):</b> <i>Owl Moon</i>, by Jane Yolen <i>A Chair for My Mother</i>, by Vera Williams <i>Koala Lou</i>, by Mem Fox <i>The Boss Baby</i> by M. Frazee <i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Google Slides</li> </ul> <p><b>Assessments:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Thumbs up, Thumbs down</li> <li>Exit tickets/Post it notes</li> <li>Student/teacher conferences</li> <li>Writing samples</li> <li>Writer’s folders</li> <li>Student Performance Checklists</li> <li>Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Student writing portfolios</li> <li>Student presentations</li> <li>Standards-Based Writing Rubrics</li> <li>Writing Pathways Performance Assessments</li> <li>Rubrics</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>District Narrative Benchmark Assessment</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>Graphic organizers</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	
<p><b>Social Studies: 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</b> Activity: Students will draw and label in their journals the resources that are locally available to them.</p> <p><b>Visual and Performing Arts: 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</b> Activity: Students will join in Rug Clubs to create stories with small groups and act out the stories with puppets from the classroom. They must use full sentences with great detail.</p>	

Career Readiness, Life Literacies, and Key Skills
<p><b>Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).9.4.2.TL.5: Describe the difference between real and virtual experiences.</b> Activity: Students will use puppets to act-out problem scenarios. Students will discuss how they could use technology to create a way to solve problem scenarios.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: Students will be given a homework assignment to have a parent read a story to them. The students will draw pictures to retell the story and share them in class. A discussion of why reading and writing skills are necessary will follow.</p>
Computer Science & Design Thinking
<p><b>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</b> Activity: Students will explore the internet to find books at their reading level to reinforce reading strategies.</p>

**Writing Unit 4**  
**How-To Books: Writing to Teach Others**

Enduring Understandings
<ul style="list-style-type: none"> <li>Writers alternate between doing (dramatizing), drawing and writing on a topic they know well.</li> <li>Writers will study mentor procedural texts to help them understand how to write better first drafts and revise prior writing.</li> </ul>
Goals
<p>L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <ol style="list-style-type: none"> <li>Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).</li> <li>Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.</li> <li>Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.</li> <li>Writing frequently used words accurately.</li> <li>Attempting phonetic spellings of unknown words.</li> <li>Writing initial and final consonant blends (must, slab, plump).</li> </ol> <p>Sentence Composition (Grammar, Syntax, and Punctuation)</p> <p>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</p> <ol style="list-style-type: none"> <li>Repeat a sentence, identifying how many words are in the sentence.</li> <li>Write simple sentences.</li> <li>Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.</li> <li>Use end punctuation.</li> <li>Use manipulatives or digital tools to construct complete sentences.</li> <li>Write sentences with increasing complexity.</li> <li>Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</li> <li>Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</li> </ol>

<p>I. With support, distinguish between a complete sentence and a sentence fragment.</p> <p>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <p>A. Use frequently occurring nouns and verbs.</p> <p>E. Produce and expand complete sentences in shared language activities.</p> <p>W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.</p> <p>A. Introduce a topic.</p> <p>B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.</p> <p>W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).</p>	
<p><b>Teaching Points:</b></p> <p><b>Bend 1: Writing How-To Books, Step by Step</b></p> <ol style="list-style-type: none"> <li>Students will understand that before a writer writes, he thinks “What kind of thing am I making?” and then will study examples of whatever it is he or she wants to make.</li> <li>Writers use what they already know from other books</li> <li>Writers become readers, asking, “Can I follow this?”</li> <li>Writers answer a partner’s questions</li> <li>Writers add detailed information to their writing by labeling their diagrams</li> <li>Writers reflect and set goals to create their best information writing</li> </ol> <p><b>Bend 2: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones</b></p> <ol style="list-style-type: none"> <li>Writers emulate features of informational writing using a mentor text. They notice, name and try out what they discover</li> <li>Using the word ‘you’</li> <li>How-to book writers picture each step and then choose exactly right words</li> <li>Elaboration in how-to books: Guide readers with warnings, suggestions, and tips</li> <li>Writers clarify their directions by imagining and then writing comparisons to describe actions</li> </ol> <p><b>Bend 3: Keeping Readers in Mind</b></p> <ol style="list-style-type: none"> <li>Students will get ideas for their writing from things that they do and learn throughout the day and from books</li> <li>Writers sometimes collect a series of books focused on one umbrella topic in order to teach others even more about their topic</li> <li>Students will write introductions and conclusions</li> <li>Students will make their writing easy to read, using all the strategies they know.</li> </ol> <p><b>Bend 4: Giving How-To Books as Gifts</b></p>	<p><b>Core Materials:</b></p> <p>Units of Study for Writing Unit 3: How-to Books: Writing to Teach Others (information)</p> <p><b>Supporting Materials &amp; Teacher Resources:</b></p> <p>Leveled Bookroom Classroom Libraries <i>One to One: The Art of Conferring with Young Writers</i> - Calkins, Hartman, White <i>Writing Strategies Book</i> Jennifer Serravallo <i>Daily Five</i> Gail Boushey &amp; Joan Moser <i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson <i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</p> <p><b>Mentor Texts (Instructional Read Aloud):</b></p> <p><i>My First Soccer Game</i> and <i>My First Ballet Class</i> by Alyssa Capucilli</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Google Docs</li> <li>Google Slides</li> <li>Epic!</li> </ul> <p><b>Assessments:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Thumbs up, Thumbs down</li> <li>Exit tickets/Post-it Notes</li> <li>Student/teacher conferences</li> <li>Writing samples</li> <li>Writer's Folders</li> <li>Student Performance Checklists</li> <li>Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Student writing portfolios</li> <li>Student presentations</li> <li>Standards-Based Writing Rubrics</li> </ul>

<p>16. Students will prepare to publish their work and determine a specific audience and dedicate their piece</p> <p>CG. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations</p> <p>CG. With support, distinguish between a complete sentence and sentence fragment.</p> <p>CG. Students will use an editing checklist to prepare for publication.</p>	<ul style="list-style-type: none"> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• Information Writing</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Role-play</li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>Visual and Performing Arts: 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).</b> Activity: Students will work with partners and act out “How To Do” something they know well.</p> <p><b>Social Studies: 6.1.2.CivicsDP3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</b> Activity: Students will make pictures of George Washington and Abraham Lincoln and will label key facts about each president.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Act as a responsible and contributing community member and employee. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</b> Activity: Students will be given a homework assignment to work with their parents to write a How-To. The topic will be student selected, and students will show responsibility by turning in the assignment on time.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: Students will brainstorm a list of important “How- To’s” for the classroom. What are skills you have to know for school to be successful? What skills for a job?</p>	
<b>Computer Science &amp; Design Thinking</b>	
<p><b>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</b> Activity: Students will type the words first, next, and last and the numbers 1, 2, and 3 on their computers. They will use these as a part of the draft of a how-to book.</p>	

**Writing Unit 5**  
**Persuasive Writing of All Kinds: Using Words to Make a Change**

<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• Writers will study how their writing can make the world a better place.</li> <li>• Writers learn to identify problems and use convincing words to bring about change.</li> </ul>

Goals	
<p>L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</p> <ul style="list-style-type: none"> <li>A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).</li> <li>B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.</li> <li>C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.</li> <li>D. Writing frequently used words accurately.</li> <li>E. Attempting phonetic spellings of unknown words.</li> <li>F. Writing initial and final consonant blends (must, slab, plump).</li> </ul> <p>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</p> <ul style="list-style-type: none"> <li>A. Repeat a sentence, identifying how many words are in the sentence.</li> <li>B. Write simple sentences.</li> <li>C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.</li> <li>D. Use end punctuation.</li> <li>E. Use manipulatives or digital tools to construct complete sentences.</li> <li>F. Write sentences with increasing complexity.</li> <li>G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</li> <li>H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</li> <li>I. With support, distinguish between a complete sentence and a sentence fragment.</li> <li>J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.</li> <li>K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</li> </ul> <p>L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</p> <ul style="list-style-type: none"> <li>A. Use frequently occurring nouns and verbs.</li> <li>C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>E. Produce and expand complete sentences in shared language activities.</li> </ul> <p>W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).</p> <p>L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul>	
<p><b>Teaching Points:</b></p> <p><b>Bend 1: Exploring Opinion Writing: Making our School a Better Place</b></p> <ul style="list-style-type: none"> <li>1. Words can make things happen</li> <li>2. Convincing people: Providing reasons and consequences</li> <li>3. Generating more writing for more causes</li> <li>4. Writers read and fix up their writing</li> <li>5. Spelling strategies give writers word power</li> </ul> <p><b>Bend 2: Sending Our Words Out into the World: Writing Letters to Make a Change</b></p> <ul style="list-style-type: none"> <li>6. Writing letters that reach readers</li> <li>7. Studying a mentor text through guided inquiry</li> <li>8. Knowing just what to say to different audiences</li> <li>9. Remembering our own experiences with the topic to help us connect with our readers</li> <li>10. How can we make it better? Imagining solutions</li> </ul>	<p><b>Core Materials:</b></p> <p>Units of Study for Writing</p> <p>Unit 4: Persuasive Writing of All Kinds: Using words to Make a Change (Opinion)</p> <p><b>Supporting Materials &amp; Teacher Resources:</b></p> <p>Leveled Bookroom</p> <p>Classroom Libraries</p> <p><i>One to One: The Art of Conferring with Young Writers</i> - Calkins, Hartman, White</p> <p><i>Writing Strategies Book</i></p> <p>Jennifer Serravallo</p> <p><i>Daily Five</i></p> <p>Gail Boushey &amp; Joan Moser</p> <p><i>Patterns of Power: Inviting Young Writers into the Conventions of Language</i> by Jeff Anderson</p> <p><i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</p>



<p><b>Bend 3: Persuasive Writing Projects</b></p> <ol style="list-style-type: none"> <li>11. Draw on a repertoire of strategies to write about a world problem</li> <li>12. Sound like an expert! Teaching information to persuade your audience</li> <li>13. Using shades of meaning between words to improve your word choice and sound like an expert</li> <li>14. Writing how-to books to make a change</li> <li>15. Planning and rehearsing speeches</li> <li>16. Writers talk about their writing with peers and look for helpful tips</li> </ol> <p>CG. With support, write statements in response to questions, and questions transformed from statements, using conventional word order</p> <p>CG. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why</p> <ol style="list-style-type: none"> <li>17. Fixing and fancying up for publication using the super checklist</li> </ol>	<p><b>Mentor Texts (Instructional Read Aloud):</b>  <i>Click, Clack, Moo: Cows that Type</i> by Doreen Cronin  <i>The Day the Crayons Quit</i> <u>by Drew Daywalt</u>  <i>I Wanna Iguana</i> by Karen Orloff  <i>Dear Mrs. LaRue</i> by Mark Teague  <i>Corduroy Writes a Letter</i> by Alison Inches</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Epic</li> <li>• Raz Kids</li> <li>• Document camera</li> </ul> <p><b>Assessment:</b>  <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Thumbs up, Thumbs down</li> <li>• Exit tickets/Post-it notes</li> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writer's folders</li> <li>• Student Performance Checklists</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Student writing portfolios</li> <li>• Student presentations</li> <li>• Standards-Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> </ul> <p><b>Benchmark:</b>  Opinion Writing</p> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Poster</li> <li>• Pamphlet</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	
<p><b>Visual and Performing Arts: 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</b> Activity: Students will create posters on their opinion of their favorite food. They will display them in the classroom and then allow half of the class to have a museum walk and then switch to the other half of the class, allowing each student to express their opinion.</p> <p><b>Social Studies: 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</b> Activity: Students will create a “Then and Now” Chart of Dr. Martin Luther King Jr.'s time and today’s present time.</p>	
<p style="text-align: center;"><b>Career Readiness, Life Literacies, and Key Skills</b></p>	
<p><b>Career Ready Practice. Model integrity, ethical leadership and effective management. 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.IML.4: Compare and contrast the way information is</b></p>	

shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Activity: Provide students with opportunities to share their work in person or digitally with the class and receive positive feedback and/or answer questions from their classmates.

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.** Activity: Facilitate class meetings to foster student participation in collaborative decision making. Discuss how collaboration is an important job skill.

### Computer Science & Design Thinking

**8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.** Activity: Students will print a picture of something they know how to do well. They will then type all they know about that topic.

## Writing Unit 6 All-About Books

### Enduring Understandings

- Good writers recognize their knowledge on many topics and understand the importance of teaching others through writing.
- Good writers revise often and with purpose.

### Goals

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- Writing frequently used words accurately.
- Attempting phonetic spellings of unknown words.
- Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

- Repeat a sentence, identifying how many words are in the sentence.
- Write simple sentences.
- Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- Use end punctuation.
- Use manipulatives or digital tools to construct complete sentences.
- Write sentences with increasing complexity.
- Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- With support, distinguish between a complete sentence and a sentence fragment.
- With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

- A. Introduce a topic.
- B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

### Teaching Points:

#### Bend 1: Writing All-About Books on Topics We Love

1. Writers collect ideas by making lists of people, places, things, and topics that they know well and could teach others about
2. Writers gather ideas from partners and texts to answer important questions about their topics
3. Writers rehearse ideas by sharing what they know with partners, tapping their fingers as they share information about their topic
4. Writers organize ideas by sketching just one important thing about the topic on each page of a booklet. Then they write words to say everything they can about their pictures
5. Writers reread and revise to make sure all the pages of the book fit together under one topic
6. Writers revise by adding nonfiction text features like a table of contents
7. Writers revise by using flaps and strips of paper to easily add new information
8. Writers revise by studying mentor texts to get ideas how to elaborate with descriptive sounds, colors, and specific vocabulary
9. Writers revise by studying mentor texts to get ideas how to use other nonfiction text features like special side bars or text boxes to give a definition for key vocabulary words
10. Writers experiment with different paper formats (diagram paper or how-to paper) based on their purpose for writing and how the chapter goes

#### Bend 2: Revise by Elaborating – Then Begin Writing Longer Books Right from the Start

11. Flash draft challenge: can you write a whole book--5-6 pages long --in one day? Can you write more than one sentence on a page?
12. Writers elaborate by adding examples
13. Writers elaborate by working with partners to consider readers' questions and writing in ways to answer those who, what, where, when, how, why questions
14. Writers revise by using carets and arrows to insert new information into the right spot in the text.
15. Writers revise by asking themselves, "What might my reader ask me?" and add more

#### Bend 3: Revising to Add Text Features – Then Writing More Developed Books from the Start

### Core Materials:

Units of Study for Writing  
Writing All-About Books  
(If...Then...Curriculum)

### Supporting Materials & Teacher Resources:

Leveled Bookroom  
Classroom Libraries  
*One to One: The Art of Conferring with Young Writers* - Calkins, Hartman, White  
*Writing Strategies Book*  
Jennifer Serravallo  
*Daily Five*  
Gail Boushey & Joan Moser  
*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson  
*Teaching Writing in Small Groups* by Jennifer Serravallo

### Mentor Texts:

*Trucks!, Planes, or Trains*, National Geographic Readers Series  
*My First Soccer Game* by Alyssa Capucilli

### Technology:

- Starfall
- Interactive white board

### Assessments:

#### Formative:

- Thumbs up, Thumbs down
- Exit tickets/Post it-notes
- Student/teacher conferences
- Writing samples
- Writer's folders
- Student Performance Checklists
- Learning Progressions

### Summative:

<ul style="list-style-type: none"> <li>16. Writers study mentor texts to better understand why writers use nonfiction text features like diagrams and charts to show more detail and then add them to their writing where appropriate</li> <li>17. Writers study mentor texts to better understand why writers use nonfiction text features like pictures with labels and captions to show more detail and then add them to their writing where appropriate</li> <li>18. Writers study mentor texts to better understand how glossaries work and then add them to their own writing where appropriate</li> <li>19. Writers elaborate by adding “fun facts” or “question and answer” pages in their books</li> <li>20. Writers revise to use technical vocabulary related to their topic</li> <li>21. Writers elaborate on subtopics by saying what is important about it</li> <li>22. Writers elaborate by adding descriptive details</li> <li>23. Writers elaborate by adding number facts</li> <li>24. Writers elaborate by using comparisons to teach the reader more</li> <li>25. Writers revise by adding an introduction and conclusion</li> </ul> <p><b>Bend 4: One Final Grand Revision to Prepare for a Publishing party</b></p> <ul style="list-style-type: none"> <li>26. Students will choose one book to revise, edit and publish for the celebration</li> <li>27. Writers edit to use conjunctions appropriately in sentences (e.g., and, but, so, because)</li> <li>28. Writers edit to form regular plural nouns orally by adding -s or -es, (e.g., dog, dogs, wish, wishes)</li> <li>29. Writers understand the use of question words (interrogatives) (e.g., who, what, where, when, why and how)</li> <li>30. Writers study external features of mentor texts to devise an appropriate title, cover page design for their book, and back cover blurb</li> </ul>	<ul style="list-style-type: none"> <li>● Student writing portfolios</li> <li>● Student presentations</li> <li>● Standards-Based Writing Rubrics</li> <li>● Writing Pathways Performance Assessments</li> <li>● Rubrics</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Posters</li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>Social Studies: 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</b> Activity: Students will draw a map of their school and label it while comparing and contrasting different classrooms in the building.</p> <p><b>Visual and Performing Arts:1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)</b> Activity: Students will build a three-dimensional version of their All About Topic and label it.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</b> Activity: Students will research a self-selected topic to gather all the information they can and complete an All About book.</p>	

**9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.** Activity: Students will share what career fits best with their research topic. What do you need to do for that job, and what are the responsibilities?

### Computer Science & Design Thinking

**8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks** Activity: Students will print a picture of something they know how to do well. They will then type all they know about that topic.

## Writing Unit 7 I am a Writer! Celebrating My Success

### Enduring Understandings

- Writers can share their personal experiences.
- Writers can use the revision process to make stories more fun to read.
- Writers understand that every experience can be turned into a piece of writing.

### Goals

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- Writing frequently used words accurately.
- Attempting phonetic spellings of unknown words.
- Writing initial and final consonant blends (must, slab, plump).

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

- Write simple sentences.
- Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- Use end punctuation.
- Use manipulatives or digital tools to construct complete sentences.
- Write sentences with increasing complexity.
- Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- With support, distinguish between a complete sentence and a sentence fragment.
- With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.

**Teaching Points:****Getting Started with Writing Projects in a Range of Genres: Generating Ideas, Planning, and Drafting:**

1. Writers generate ideas by studying mentor texts from a wide variety of genres (narratives, picture books, song books, poetry, informational books, persuasive letters and reviews, posters, pamphlets, signs, cards, thank you notes, friendly letters)
2. Writers make a plan for the kind of writing they want to do and join a writing club of other students who have chosen the same type of writing
3. Writers work in writing clubs to share mentor texts and give each other tips to make their writing stronger
4. Independent, self-directed writers use individual writing process charts to keep track of their movement through each step of the process
5. Writers plan their writing by choosing or designing the kind of paper that makes sense for the writing projects they have in mind
6. Writers set goals for writing across three or more pages

**Bend II: Lifting the Quality of Writing**

7. Writers revise writing by making sure their words are precise
8. Writers revise by rereading their writing to make sure the meaning is clear
9. Writers refer to charts and exemplar texts as they write in order to be reminded of the strategies they already know for making their writing strong
10. Writers work with writing partners to give and respond to feedback
11. Writers use Information, Opinion, and Narrative writing checklists to help revise their writing
12. Writers use a variety of revision tools (flaps and strips, thin markers, post-its, extra pages, carets, and asterisks) to improve the quality and quantity of their writing

**Bend III: Using Mentor Texts as Our Personal Writing Teachers**

13. Writers study mentor texts to get ideas for craft moves they would like to experiment with in their own writing
14. Writers experiment with new writing genres by exploring mentor texts and gathering ideas and tips
15. Writers use revision strategies that work across genres: adding more pictures and words
16. Writers use revision strategies that work across genres: showing not telling
17. Writers use revision strategies that work across genres: adding details
18. Writers use revision strategies that work across genres: revising beginnings and endings
19. Writers use revision strategies that work across genres: considering audience
20. Writers edit by rereading and paying close attention to spelling
21. Writers edit by rereading and paying close attention to punctuation
22. Writers use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
23. Writers produce and expand complete sentences in shared language activities

**Core Materials:**

Units of Study for Writing

**Supporting Materials & Teacher Resources:**

Leveled Bookroom  
Classroom Libraries  
*One to One: The Art of Conferring with Young Writers* - Calkins, Hartman, White  
*Writing Strategies Book*  
Jennifer Serravallo  
*Daily Five*  
Gail Boushey & Joan Moser  
*Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson  
*Teaching Writing in Small Groups* by Jennifer Serravallo

**Mentor Texts (Instructional Read Aloud):**

*When I Get Bigger* by Phyllis Root  
*Naked Mole Rat* by Mo Willems  
*Freight Train* by Donald Cruz  
*Owl Moon* by Jane Yolen  
*A Chair for My Mother* by Vera Williams  
*Koala Lou* by Mem Fox  
*The Boss Baby* by M. Frazee  
*When Sophie Gets Angry- Really, Really Angry* by Molly Bang

**Technology:**

- Document camera
- Storybook Online

**Assessments:****Formative:**

- Thumbs up, Thumbs down
- Exit tickets/Post-it notes
- Student/teacher conferences
- Writing samples
- Writer's folders
- Student Performance Checklists
- Learning Progressions

**Summative:**

- Student writing portfolios
- Student presentations
- Standards-Based Writing Rubrics

<p>24. Writers polish their writing by adding dedications or “about the author” pages</p> <p>25. Writers polish their writing by creating covers for their books or writing blurbs on the back</p> <p>26. Writers celebrate writing by displaying published pieces and sharing with others</p> <p><b>Writing for Readers: Reflecting on writing progress throughout the year</b></p> <p>27. Writers reflect on the year and how they have changed as writers by comparing student work samples from the fall and the late spring and identify areas of growth</p> <p>28. Writers set writing goals for the summer months</p>	<ul style="list-style-type: none"> <li>• Writing Pathways</li> <li>• Performance Assessments</li> <li>• Rubrics</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Interview</li> <li>• Exit Card</li> <li>• Project</li> </ul>
<b>Interdisciplinary Connections</b>	
<p><b>Visual and Performing Arts: 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</b> Activity: Students will compare their writings from September to June to see how much they have learned and grown. They will select the piece with the most well ordered and organized plot to share with the class.</p> <p><b>Social Studies: 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</b> Activity: While drawing and writing in their SEL Journals, have students discuss how to be fair at school and at home. Discuss how people sometimes get what they need, not what they want.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Demonstrate creativity and innovation. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.</b> Activity: Students will work in small groups to create a board game relating to snap words.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: Students will compose a letter for incoming kindergarteners giving advice on how to be successful kindergartners.</p>	
<b>Computer Science &amp; Design Thinking</b>	
<p><b>8.1.2.DA.4: Make predictions based on data using charts or graphs.</b> Activity: Students will compare how much they have learned about the computer since the beginning of the year with a partner. The partners will create full sentences and discuss how they only knew letters, not words, at the beginning of the year. They will document this information in a spreadsheet or database.</p>	