

# Fair Lawn Public Schools

**Fair Lawn, NJ**

**Language  
Arts Literacy  
Grade K**

**August**

**2017**

**Aligned to NJSL 2017  
Revised August 2015  
Developed August 2012**

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The Grade K Language Arts Literacy Curriculum was developed by the Fair Lawn Language Arts Literacy Team and aligned to the Grade K New Jersey Student Learning Standards.

# Fair Lawn School District

## Committee Credits

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## I. Course Synopsis

Grade K Language Arts Literacy fosters a variety of activities and experiences to meet the needs of growing readers, writers, and thinkers. Integration of the following literacy expectations contribute to a robust and rigorous language arts program:

- Different modes of communication: reading, writing, speaking, listening, and viewing
- Varied levels of support: Teacher demonstration/modeling, practice with teacher support, peer collaboration, and independent work
- Distinct Instructional Groupings: whole class, small group, student partnerships, and individual
- Assortment of fiction and nonfiction (in reading, writing, and viewing)

## II. Philosophy & Rationale

### **Balance of Knowledge-based and Strategy-based Instruction Aligned to the New Jersey Student Learning Standards (NJSLS):**

A mix of knowledge-based and strategy-based instruction is reflected in the K-5 Language Arts Literacy Program. In reading, one must decode texts (as per the NJSLS Reading Foundational Skills standards) while making meaning (as per the NJSLS Reading Literature and Reading Informational Texts). In writing, one must write correctly (as per the NJSLS Language standards) with well-thought content and style (as per the NJSLS Writing Standards). Partnered with explicit instruction in language arts content, strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading and writing.

### **Differentiated Approach to Teaching and Learning:**

Fair Lawn Language Arts Literacy curriculum and instruction involves **Reading Workshop, Writing Workshop, Read-Aloud, and Word Study** (please see Appendix A for the daily allotment of literacy time). Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student's interests and assessment data.

### **Reading Workshop**

Throughout the year, children will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based mini-lessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each child's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson

while providing an opportunity for students to share their learning and process. The following link provides an overview: <https://www.youtube.com/watch?v=cgN2WUMW6zM>.

### **Reading Workshop (Continued)**

#### **Mini-lesson**

*The Units of Study for Teaching Reading* by Lucy Calkins (2010 & 2015) and *Strategies That Work: Teaching Comprehension to Enhance Understanding* by Stephanie Harvey and Anne Goudvis (2000) provide exemplar strategy lessons in making connections, questioning, visualizing, inferring, determining importance, and synthesizing. Each Reading Workshop lesson begins with explicit instruction in a mini-lesson.

#### **Architecture of a Reading Mini-lesson:**

- ✓ **Connection:** Students learn the importance of the day’s reading instruction and how the lesson relates to a student’s prior reading work. The beginning of every mini- lesson should add strategies and skills by referencing the strategies addressed in previous lessons. The connection ends with an explicit statement of the teaching point.
- ✓ **Teach:** Then, as the master reader, the teacher must model how to apply the strategy by demonstration (modeling how and when readers use this strategy); explaining and showing an example; or involving the class in shared inquiry.
- ✓ **Active Engagement/Involvement:** Through a gradual release of responsibility, the students are given a chance to quickly practice (guided practice) what has just been taught or to share noticings about the demonstration in order to understand a kind of thinking about reading that they can try in their own reading work.
- ✓ **Link:** In closure, the teacher reiterates what has been taught. Students are reminded that the strategy lesson is one way to participate in more strategic reading every day.

\* Adopted from Paramus Public Schools- and revised in alignment with the Fair Lawn Schools curriculum document.

\*\*A Fair Lawn School District-driven “Reading Workshop Planning Sheet” helps plan relevant mini-lesson work (Available in Appendix B).

## **Reading Workshop (Continued)**

### **Gradual Release of Responsibility**

The majority of the class time is spent with students practicing the repertoire of skill and strategy work that was introduced during mini-lessons, small group work, and/or read aloud. The teacher gradually releases responsibility to students with strategic levels of support:

#### **Reading Conferences and Small Group Work**

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s)
2. Provide an explicit teaching point
3. Coach the student as he/she works to apply the strategy/skill

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work (See a sample of a conferring log in Appendix C).

Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting. For example, the skill of inferring may be supported in small-group and reading conferences with the following strategies.

<b>Skill</b>	<b>Strategies</b>
Inference (about characters)	<ul style="list-style-type: none"><li>• “I can infer how a character feels by looking at the face of the character in the illustration.”</li><li>• “I can infer how a character feels by paying close attention to the character’s actions.”</li><li>• “I can infer how a character feels by paying close attention to the words that a character uses.”</li><li>• I can infer how a character feels by thinking about the situation and putting myself in his/her shoes.”</li></ul>

## **Reading Workshop (Continued)**

### **Student Reading Practice**

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Students log all of their independent reading time that is completed in and out of the classroom. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Teachers are provided with conversational and text-based prompts for student-centered discussion and writing about their reading (Available in Appendix D). Leveled classroom libraries support student reading practice.

### **Independent Reading**

Teachers conduct the Teachers College Reading and Writing Project (TCRWP) Reading Level Assessments several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the text and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension [represented by a strong retelling or at least three correct comprehension questions]" (TCRWP 2014). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one level above his/her independent level, with support. Some structures that support reading at an instructional level include guided reading, series reading, or independent reading after a strong book introduction (an instructional skeleton for guided reading is in Appendix E).

### **Partner Reading**

Students may be assigned to explore reading work with a partner in a variety of ways. Ideally, partners choose texts to read together. Partner work may be used to scaffold the reading process, to collaborate on reading strategy, or to support critical thinking about the text through rereading and discussion. The goal is to foster a partnership structure to enhance student motivation, engagement, and comprehension of the text. Conversational partnership prompts support good questions for partnered discussions.

## **Reading Workshop (Continued)**

### **Guided Reading**

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrate signs of readiness to reach a Level E text, the teacher may gather that group of students to introduce them to the work of reading at that next level.

### **Strategy Groups**

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments. To support students in using visual cuing systems to decode, a strategy group may focus on teaching students to look across the whole word.

### **Book Club Reading**

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion. Please note that a student's book club text should be his/her independent reading text exclusively. Students should record notes on their book club work in a book club log (Available in Appendix F).

### **Reading Club Reading**

Students may work in groups to read and talk about texts on a particular topic. The reading club may be a discussion about a teacher read-aloud or it may be based on a particular collection of texts that have been shared with the group in support of the current reading unit of study.

## Reading Workshop Guide

### Grades K-2 Lesson Structure

#### Mini-Lesson

Explicit Teacher-Directed Instruction to the Whole Group (7-15 minutes max, including Turn and Talk)

**The Teacher facilitates any  
Combination of the following:**

##### **Small Group (10-15 minutes each)**

- Guided Reading (Levels A-K)
- Small Group Strategy Lesson
- Shared Reading

##### **Conference (5-7 minutes each)**

- Individual Assessment
- Individual Instruction to support current strengths and next steps

**The Student Participates in  
combination of the following:**

##### **Independent, Partner, Guided Group, Book Club, and Reading Club Reading (30-35 minutes)**

Possible Variations:

- Buddy Reading
- Listening Centers
- Rereading Big Books

##### **Share (5 minutes)**

Review of mini-lesson focus, noticings of independent reading time, students share how they used the focus of the mini-lesson independently or a strategy used in their reading that day.

## Reading Workshop Guide

### Grades 3-5 Lesson Structure

#### Mini-Lesson

Explicit Teacher-Directed Instruction to the Whole Group (7-15 minutes max, including Turn and Talk)

**The Teacher facilitates any Combination of the following:**

##### **Small Group (10-15 minutes each)**

- Guided Reading (as needed with struggling readers)
- Small Group Strategy Lesson
- Shared Reading

##### **Conference (5-7 minutes each)**

- Individual Assessment
- Individual Instruction to support current strengths and next steps
- Check-in with Partnerships, Book Clubs, or Reading Clubs

**The Student Participates in combination of the following:**

##### **Independent, Partner, Guided Group, Book Club, and Reading Club Reading (30-35 minutes)**

Possible Variations:

- Post-its
- Response Sheets
- Reading Notebooks
- Boxes and Bullets Notes

\* When students are working in student-centered book clubs, they may meet to set the focus and amount of reading for the day.

##### **Share (5 minutes)**

Review of mini-lesson focus, noticings of independent reading time, students share how they used the focus of the mini-lesson independently or a strategy used in their reading that day.

## Writing Workshop

The Writing Workshop framework is used for writing instruction.

- ✓ Each Writing Workshop lesson begins with explicit instruction in a curriculum-driven mini-lesson.
- ✓ The majority of the class time is spent with students practicing the repertoire of skill and strategy work that was introduced during mini-lessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.
- ✓ Individual writing conferences take place while the majority of the students are writing independently. This pattern (detailed more specifically in Appendix G) allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing. With this in mind, every conference should consist of the following four components based on the predictable pattern in *The Conferring Handbook* (Calkins, 2003):
  1. Research- Observe and note something to praise and something to grow
  2. Decide- Determine the Teaching Point
  3. Teach- Coach a part of the student's writing process
  4. Link- Remind the student to use his/her new skills as an author in future writing endeavors

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small-group instruction (see Appendix C).

- ✓ Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

### **Writing Workshop (Continued):**

The *Units of Study for Teaching Writing* by Lucy Calkins (2013) and *The 6+ 1 Traits of Writing* by Ruth Culham and Beverly Ann Chin (2002) provide a basis for planning and assessment in the development of ideas, organization, voice, word choice, sentence fluency, and conventions in writing development. *The Schoolwide Fundamentals of Grammar (Grade 2)* and *The Sadler Grammar Workshop Common Core Enriched Edition (Grades 3-5)* provide specific support for writing conventions.

\*The terminology and strategies illustrated in this document are based on the teachings of the program, *Units of Study for Teaching Writing: A Yearlong Curriculum (2003)* and *Units of Study for Teaching Writing Grades 3-5 (2006)*.

A Writing Workshop Guide is provided on the next page to delineate the district lesson structure.

### **Other Instructional Structures that Support Writing:**

#### **Interactive Writing (K-1)**

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinell, 1996). Unlike independent writing where students use a developing understanding of sound-symbol relationship to spell (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text (an instructional skeleton for interactive writing is available in Appendix H).

#### **Shared Writing (K-5)**

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

# Writing Workshop Guide

## Lesson Structure

### Mini-Lesson

Explicit Teacher-Directed Instruction to the Whole Group (7-15 minutes max, including Turn and Talk)

The teacher facilitates any combination of the following:

**Small Group Instruction Strategy Lesson (5-10 minutes each)**

**Individual Writing Conference (5-7 minutes each)**

Conferences should begin with some research followed by a compliment. Then, the teacher will coach or model **one** strategy that will support the student's writing growth.

The student participates in combination of the following:

**Independent Writing (20-25 minutes)**

Students are working independently, practicing writing within the genre of study. The students may be at different stages in the development of their piece, as students naturally work through the stages of the writing process work at different rates. Partnership Conversation

Students compliment, converse, and coach each other. These conversations should help the kids to expand their original thoughts by getting a reader's take on their writing.

**Share (5 minutes)**

One or two students' work is highlighted. The teacher points out specific strategies used that support today's mini-lesson or any should be replicated in future writing.

## **Reading Aloud**

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full reservoir of reading knowledge. Most importantly, read aloud time should promote the joy of reading, thinking, sharing, and learning.

### **Interactive/Instructional Read-Aloud**

As noted by Shedd and Duke (2008), successful read-alouds are a result of thoughtful planning and detailed attention. Books should be selected based on knowledge of student interests, the current unit of study, and alignment to the grade-specific standards. Some research indicates that the most effective read-alouds are interactive (Dickinson, 2001). Along those lines, teachers are encouraged to foster analytic talk, where students make predictions and inferences prompted by teachers' comments, modeling, and questioning (McGee & Schickedanz, 2007).

Instructional read-alouds should be a balance of: teacher think-alouds; modeling writing about reading; and multiple turn-and-talk opportunities. *The Continuum of Literacy Learning* (Pinnell & Fountas, 2011) supports comprehension specific to genres, structures, and forms with an emphasis on thinking within the text, thinking beyond the text, and thinking about the text. A building copy of this text is available to support grade level planning.

### **Alternate Read-Aloud**

Of course, at times, read aloud time may be preserved to promote the joy of reading, thinking, sharing, and learning. In this case, teachers would share an engaging text in celebration of good literature.

### **Shared Reading**

Shared reading is a reading experience in which teacher and students are reading chorally from an enlarged text. This method of instruction supports foundational skills such as concepts of print and reading fluency.

### **Close Reading**

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts (an instructional skeleton for close reading is available in Appendix I).

## ➤ **Word Study**

Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments.

Word Study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

### **Phonics/Word Study Resources:**

In Grades K and 1, teachers are provided with the **Phonics First Program**, a product from Brainspring.com. As described at <http://rlac.com/phonics-first>, Phonics First is a nationally accredited Orton-Gillingham course used to teach literacy that “employs the Orton-Gillingham principles of instruction to reading, is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible.”

Additional word study resources include a classroom copy of *Phonics Lessons* (Pinnell & Fountas, 2003) and a building copies of *Words Their Way* (Bear, Invernizzi, Templeton, & Johnston, 2012).

Our strategic uses of these resources support concepts of print, phonemic awareness, phonics, and sight word automaticity.

Beginning in Grade 2, students participate in the **Instructional Level Spelling Program** by Andree B. Rolfe, Ed.D. In Grades 2-4, teachers utilize spelling assessment data from a spelling inventory that helps identify a student’s spelling achievement. Placement within a spelling group allows students to work with words and patterns in their spelling development. While all students work with the same spelling rules, the number and complexity of the patterns is differentiated. In short, the program emphasizes that spelling is acquired through developmental stages to explore word study with a specific scope and sequence to spelling proficiency.

### **Grammar Resources:**

In Grade 2, teachers are provided with a Schoolwide Grammar Unit. Whereas in Grades 3-5, the Sadlier Grammar Workshop series is utilized.

### III. Scope & Sequence- Suggested Pacing for Reading and Writing Units

	Sept.-Oct.	Oct- Nov	Dec.	Jan.	Feb.	March- April	May
K	We Are Readers Exploring the Exciting World of Books	Readers Use All Our Powers to Actually Read		Readers Study Patterns in Big Books and Little Books		Learning About Ourselves and Our World: Reading for Information	Readers Get to Know Characters by Pretending and Performing Our Books
	Launching the Writing Workshop	Looking Closely		Writing Pattern Books		Procedural Writing: How-To Books	Authors As Mentors: Moving Back into Personal Narrative
1	Readers Build Good Habits	Tackling Trouble (Decoding)	*Nonfiction Readers Learn About the World	Readers Meet the Characters in Books	We Can Be Our Own Teachers When We Work Hard to Figure Out Words	Dramatizing Characters and Deepening Our Comprehension Through Book Talk (Fluency)	Reading Across Genres to Learn About a Topic
	*Launching In Small Moments (Personal Narrative- Small Moments)	Writing for Readers (Concepts of Print) Narrative Writing Piece	Procedural Writing (How-to Book)	Realistic Fiction (Story)	Persuasive Letters OR *Opinion Writing: Letters and Speeches	Authors As Mentors: Craft and Revision (Small Moment Story)	Informational Books (All About Book)
2	Taking Charge of Reading	Tackling Trouble (Decoding)	Characters Face Bigger Challenges and So Do Readers	*Reading Nonfiction, Reading the World	Reading and Role Playing: Fiction, Folktales, and Fairy Tales	Nonfiction Reading: Comprehension Supported by Book Talks	Studying Life through Poetry, Songs, and Images
	*Launching with Nonfiction (Workshop routines and All About books)	Authors As Mentors (Personal Narrative)	Writing and Revising Realistic Fiction (Story)	Opinion Writing Reviews	Writing Adaptations of Familiar Fairy Tales and Folk Tales	*Nonfiction Texts as Mentors to Support Nonfiction Writing OR Expert Projects: Informational Writing	Poetry: Big Thoughts in Small Packages

	Sept.-Oct.	Oct- Nov	Dec.-Jan	Feb.	March-April	May	June
3	Building a Reading Life	Following Characters into Meaning: Envision, Predict, Synthesize, and Infer	*Nonfiction Reading: Expository Texts Biography Book Clubs	Poetry	Timed Reading	Deepening Comprehension as We Follow Characters through a Series	Mini-unit: Mystery Reading
	*Launching the Writing Workshop Personal Narrative (Story)	Lit Essay and Compare Contrast Essay	Information Writing and Research	Poetry	Realistic Fiction and Narrative Structures	Opinion Writing: Persuasive Reviews, Letters, and Essays	Mystery Writing
4	Building a Reading Life	Following Characters into Meaning: Envision, Predict, Synthesize, and Infer	*Nonfiction Reading: Expository Texts Biography Book Clubs	Poetry	Timed Reading	Historical Fiction: Tackling Complex Texts	Telling Traditional Tales (Storytelling)
	* Personal Narrative Writing	Lit Essay and Compare Contrast Essay	Information Writing and Research	Poetry: Spoken Word	Realistic Fiction and Narrative Structures	Informational Writing: Writing Informational Books (All-About Book) OR *Literary Nonfiction	Writing Folklore
5	Agency and Independence	Following Characters into Meaning: Envision, Predict, Synthesize, Infer, and Interpret	*Nonfiction Reading: Expository Texts Biography Book Clubs	Poetry	Timed Reading	Historical Fiction Book Talk American Reading Integrated Unit	Nonfiction Research Projects or Social Issues
	* Personal Narrative Writing	Lit Essay and Compare Contrast Essay	Information Writing and Research	Poetry	Realistic Fiction and Narrative Structures	Informational Picture Book	Argument-based writing or *Biography Writing or Personal Essay

Key

Red = Fiction

Blue = Nonfiction

\*These units have Schoolwide Resource Support

## **IV. Unit Descriptions**

The Fair Lawn Language Arts Literacy curriculum consists of reading and writing units that have been selected from the Calkins *Units of Study for Teaching Reading (for K-2 and 3-5)* and the grade-specific Calkins *Units of Study for Teaching Writing (K-5)*- further supported by the Teachers College Reading and Writing Project (<http://readingandwritingproject.com/about/overview>). The district Scope and Sequence (charted on the previous two pages) provides a framework for unit pacing for reading and writing curriculum and instruction in language arts literacy.

### **Curriculum Writing Process**

When constructing the literacy curriculum units, careful attention was given to an ambitious exposure to reading and writing practice with diverse topics in different genres. Beginning with a review of the New Jersey Department of Education Model Curriculum and each Calkins unit of study, a revised Fair Lawn Language Arts Department unit plan was created to narrow focus to particular teaching points, utilize our bevy of resources, and align properly to the New Jersey Student Learning Standards. Teachers have access to each district unit plan through the district computer-based shared drive. In addition, instructional tools such as model anchor charts, graphic organizers, and literacy protocols have been harvested and stored in the district database for teacher review and use.

Teachers are encouraged to collaborate to create additional mini-lessons and formative assessments for the whole group, small-group, and individual conferences. Rationale for any teacher-created lesson work and/or formative assessment should be based on student needs, taught within the workshop structure, and aligned to the unit goals, standards, and outcomes. The district reading specialist and Language Arts Supervisor are available for additional support.

A sample reading unit and a sample writing unit are enclosed. While each unit is aligned to specific standards, the comprehensive alignment to every standard and our curriculum course of study is enclosed (Please see Appendix J).

## Grade Kindergarten: Unit 3: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books

### Essential Question:

What do readers do?

### Enduring Understandings:

Through the exploration of pattern and big books, students will engage in the reading process.

### Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the Grade K standards. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides K-2 “Instructional Supports and Scaffolds for Success in Implementing the New Jersey Student Learning Standards” at: <http://www.state.nj.us/education/modelcurriculum/success/ela/k2/>.

### Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards (RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10, RF.K.1a, RF.K.3, RF.K.3c, RF.K.1, RF.K.2, RF.K.4, SL.K.1):

- Students will with prompting and support, ask and answer questions about key details in a text.
- Students will with prompting and support, retell familiar stories, including key details.
- Students will identify the front cover, back cover, and title page of a book.
- Students will ask and answer questions about unknown words in a text.
- Students will recognize common types of texts.
- Students will with prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- Students will with prompting and support, describe the relationship between illustrations and the story in which they appear.
- Students will actively engage in group-reading activities with purpose and understanding.
- Students will follow words from left to right, top to bottom, and page-by-page.
- Students will know and apply grade-level phonics and word analysis skills in decoding words.
- Students will read common high-frequency words by sight.
- Students will participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>• Whole group mini-lessons</li> <li>• Independent reading time</li> <li>• Partner reading time</li> <li>• Share</li> <li>• Strategy lessons and guided reading groups (as needed)</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Shared Reading texts used in previous units</li> <li>• Small copies of Shared Reading texts to put into book baggies</li> <li>• Book baggies</li> <li>• Chart paper</li> <li>• Post-its</li> </ul>
<p><b>Skills Addressed in Unit:</b></p> <ul style="list-style-type: none"> <li>• Previewing/Predicting</li> <li>• Concepts of Print</li> <li>• Working in reading partnerships</li> </ul>	<p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Conferring notes</li> <li>• Mondo Benchmarks</li> </ul>

Word Study Employed Throughout the Unit	Goals and Reading Foundations Standard	Suggested Mini-lessons
	<p>Demonstrate understanding of the organization and basic features of print. RF.K.1</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds RF.K.2d</p> <p>Count, pronounce, blend, and segment syllables in spoken words. RF.K.2c</p> <p>Recognize and produce rhyming words. RF.K.2a</p> <p>Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1d</p> <p>Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1b</p>	<p><b>Teach:</b></p> <p>Phonological Awareness:</p> <ul style="list-style-type: none"> <li>• Blending Syllables</li> <li>• Hearing Beginning, Middle, and Ending Sounds</li> </ul> <p>Letter Knowledge:</p> <ul style="list-style-type: none"> <li>• Letter Formation</li> </ul> <p>Letter/Sound Relationships:</p> <ul style="list-style-type: none"> <li>• Beginning Sounds and Ending Sounds</li> </ul> <p>Simple CVC patterns</p> <ul style="list-style-type: none"> <li>• (-an and -ay)</li> </ul> <p><b>Suggested Lessons:</b></p> <p>Blending Syllables</p> <ul style="list-style-type: none"> <li>• PA 16 (p. 165)</li> </ul> <p>Hearing Beginning, Middle, and Ending Sounds</p> <ul style="list-style-type: none"> <li>• PA 17 and PA 18 (pp. 169–176)</li> </ul> <p>LK16</p> <ul style="list-style-type: none"> <li>• (p. 271) and LK19 (p. 283)</li> </ul> <p>LS2–LS5</p> <ul style="list-style-type: none"> <li>• (pp. 313–328)</li> </ul> <p>SP3 and SP4 (</p> <ul style="list-style-type: none"> <li>• pp. 351–358)</li> </ul> <p>HF3 and HF4</p> <ul style="list-style-type: none"> <li>• (pp. 381-388)</li> </ul>

Week	Goals	Suggested Mini-lessons
1	<p>Students will read texts with purpose and understanding.</p> <p>Students will recognize common types of texts (e.g., pattern texts)</p> <p>Students will use illustrations and details on the cover and within the text to make predictions</p>	<p><b><u>Readers Can Be Swept Along By The Patterns in Our Books</u></b></p> <p>Readers are familiar with many Shared Reading texts at this point. Now they will begin doing the same work they’ve been doing in Shared Reading in their own books during Reading Workshop. Students will be reading small copies of enlarged texts (big books, poems, songs, chants, rhymes, interactive writing, etc.) We begin by teaching children that readers can be swept along by the patterns in our books, and that the pattern can give us strength to solve the non-patterned or new parts of their books. In the first part of the unit, you’ll encourage children to read as best they can, moving their finger under each word, using the pattern, pictures, familiar words, and initial sounds of words to help if they get tripped up.</p> <p><u>Carrying the pattern across the pages</u></p> <ul style="list-style-type: none"> <li>• “When you already know how the pattern goes in a book, you can carry it with you across the pages. You look for the words that repeat on each page and then let the picture help you figure out the word that changes. We point under each word, looking for words that are snap words, and then notice the word that changes in the pattern.”</li> </ul> <p><u>Patterns for action</u></p> <ul style="list-style-type: none"> <li>• -“Today I want to teach you that just like we do when we read star books (emergent story books), readers can point to and name out loud what we see happening in the pictures, to get our minds ready to read the words on the page, knowing that sometimes it’s not the object on the page that changes, it’s what the object is doing that changes. For example, there might be a duck on every page, but on one page he’s swimming, and on the next he’s diving.”</li> </ul>

		<p><u>Listening for the pattern’s rhythm</u></p> <ul style="list-style-type: none"> <li>• “Readers, today I want to teach you that readers listen for how our books sound. We can ask ourselves, ‘Does it repeat? Does it rhyme? Does it have a rhythm?’ and then match the words we say to the words on the page, pointing under the words one at a time.”</li> </ul> <p><u>Predicting with patterns</u></p> <ul style="list-style-type: none"> <li>• “Readers, just like we made predictions about how our books might sound before we started to read, we can also make predictions as we read. Today I want to teach you that when we figure out the pattern of a book, we can use that to predict what will happen on the next page.”</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• MONDO Assessments</li> <li>• Conference notes</li> </ul>		<p><b>Suggested books to support mini-lessons in this unit:</b></p> <p><i>Winter Is Here</i> (K-5 Share)  <i>Fun With Mud</i> (K-5 Share)  <i>Cloud Pictures</i> (K-5 Share)  <i>Shapes for Lunch</i> (K-5 Share)  Nursery Rhymes  Poems  <i>Let’s Sing About It</i> for songs and rhymes (Mondo)</p>

Week	Goals	Suggested Mini-lessons
2/3	<p>Students will with prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>Students will reread familiar texts to improve their reading fluency and strengthen their understanding of the text.</p> <p>Students will follow words from left to right, top to bottom, and page by page</p> <p>Students will recognize common types of texts (e.g., pattern texts)</p> <p>Students will recognize common types of texts (e.g., pattern texts)</p>	<p><u>What’s changed?</u></p> <ul style="list-style-type: none"> <li>• “When we read our books with patterns, we have to think about what changes on each page. Is it the name of the character? Is it the place where they are? Is it an action that the character is doing? Cover the word that changes on each page and have students discuss what is changing – character, place, action? Can they use the picture to help them?”</li> </ul> <p><u>Continuing the pattern ourselves</u></p> <ul style="list-style-type: none"> <li>• “Today I want to teach you that when we really understand how a pattern goes we can make up a pattern that fits in. For example, if the pattern goes “I like dogs. I like cats. I like mice.” what are some new patterns that would fit it with this?” Have students practice with a partner making up patterns that fit. You can use these innovated patterns to create an enlarged text that students can practice reading.</li> </ul> <p><u>Using all we know about books to read new words</u></p> <ul style="list-style-type: none"> <li>• “Readers, today I want to remind you that we use many sources of information as we read. When we are reading the patterns in our books and we come to the word that changes, we want to ask ourselves “What fits with the pattern? Does the picture help us? Can we check the letters in the word if we have more than one possible word? Is it puppy or dog? They both make sense, we’re not absolutely sure from the picture, let’s check the sounds.”</li> </ul> <p><u>See Saw Patterns</u></p> <ul style="list-style-type: none"> <li>• “Readers, we have been using the patterns in our books to help us read the words like real readers. Because pattern books are so important to us, we will spend some time thinking about different kinds of pattern books. What did the author choose to do in this book? One kind of pattern book is a seesaw pattern. One page goes one way and the next page goes another. “I like dogs. Dogs are nice. I like cats. Cats are nice.”</li> </ul>

	<p>Students will recognize common types of texts (e.g., patterned texts)</p> <p>Students will recognize common types of texts (e.g., patterned texts)</p> <p>Students will recognize common types of texts (e.g., patterned texts)</p>	<p><u>Question/Answer Patterns</u></p> <ul style="list-style-type: none"> <li>• “Readers, another kind of pattern book asks questions and gives the answer. It may ask one question and answer it many different ways. “What is blue? Blueberries are blue. Flowers are blue.” Or it may ask a different question on each page. Where do bats live? They live in trees. Where do bears live? They live in caves.”</li> </ul> <p><u>Twisted Endings</u></p> <ul style="list-style-type: none"> <li>• “Readers some books go one way for the whole book and then have some sort of tricky switch at the end. “Little Bear is standing. Little Bear is running. Little Bear is jumping. Little Bears have fun.”</li> </ul> <p><u>Opinion Patterns</u></p> <ul style="list-style-type: none"> <li>• “Readers some pattern books give the author’s opinion about ideas. The tiger is the scariest animal. It has claws. It has sharp teeth. “</li> </ul> <p><u>Reason Patterns</u></p> <ul style="list-style-type: none"> <li>• Readers some pattern books give the reasons for certain things. School is fun because.....”</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• MONDO Assessments</li> <li>• Conference notes</li> </ul>		<p><b>Suggested books to support mini-lessons:</b></p> <p><i>Clean Up, Clean Up</i> (K-5 Share)</p> <p><i>In My Pocket</i> (K-5 Share)</p> <p><i>Follow That Cat</i> (K-5 Share)</p> <p><i>Tail Tale</i> (K-5 Share)</p> <p><i>In the Park</i> (We Give Books site)</p> <p><i>My Dress Up Box</i> (We Give Books site)</p> <p>Poems</p> <p>Nursery Rhymes</p> <p><i>Let’s Sing About It</i> for songs and rhymes (Mondo)</p>

Week	Goals	Suggested Mini-lessons
4	<p>Students demonstrate understanding of the organization and basic features of print.</p> <p>Students will use illustrations and details in a story to describe its characters, setting, or events.</p> <p>Students will follow words from left to right, top to bottom, and page by page</p>	<p><b><u>Readers Use the Pattern to Figure Out Tricky Parts of the Book</u></b></p> <p>In the first part of this unit, children spent much time attending to print by using patterns to help them as they read. They learned about how to decide how a pattern goes and what part of the pattern changes. In their reading they will encounter parts that are harder to get. For the next week or so, you'll show them lots of different ways to figure out those tricky parts.</p> <ul style="list-style-type: none"> <li>• “We have been working hard to find the patterns in our books and make them sound right. Authors like to challenge us by changing the pattern on the last page; they add a twist to the pattern. One way we can figure out this tricky part is to use what the book is mostly about. We ask “What would the character be saying here? What would make sense?”</li> <li>• “Readers use lots of strategies to figure out tricky words. Once you’ve made a guess at a tricky word or part, you can check to see if you are right. Use the picture, the pattern, and the beginning letters and ask yourself “Would that make sense here? What would sound right in this book? Look closely at the word.”</li> <li>• “Readers, today I want to remind you that when you get stuck on a tricky part and you’re not sure what to do, it can help to go back a page or two and read as smoothly as you can. Really listen to how the pattern sounds. Look for the snap words. Now try the tricky part again.”</li> <li>• “When you get stuck on a tricky part study the picture and look for clues. Ask yourself “What’s going on here” or “What is on this page that might help me figure out this word?”</li> <li>• “Even when we know our patterns very well, it helps to continue to point under each word. We’ll make sure we’re not skipping any words and when we come to a tricky part we can see if the word/s are long or short and how many words we have to figure out.”</li> </ul>

**Assessment:**

- MONDO Assessments
- Conference notes

**Suggested books to support mini-lessons:**

*Who Lives In The Sea?* (Mondo Big Book)

*Dan The Flying Man* (Big Book)

*Let's Sing About It* for songs and rhymes

Nursery Rhymes

Poems and Chants

Week	Goals	Suggested Mini-lessons
5	<p>Students will read grade-level text with purpose and understanding</p> <p>Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Students will know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Students will reread familiar texts to improve their reading fluency and strengthen their understanding of the text.</p> <p>Students will build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p><u>We Can Dramatize and Make Our Books Come Alive</u> RF.K.3, RF.K.4, RL.K.1</p> <p>During this part of the unit, you will encourage your students to read their pattern books many times over and notice how their reading changes each time. They become smoother, more fluent readers. They can do this work independently and with partners. During mini-lessons your voice will be the model of modulation, pacing, and fluent reading. During these lessons you can teach children to choral read and echo read with partners or groups. We can also work with students on imagining themselves as the character. How would they sound? How would they act?</p> <ul style="list-style-type: none"> <li>• “Today, I want to teach you that readers can make our books sound better and better. We read our books first, figure out the tricky parts, and then read them again and again until we read smoothly.”</li> <li>• “Today I want to teach you that partners can practice making our books come alive together. Partners can read our books chorally, matching and keeping our voices together, as we read during partner time.”</li> <li>• “Today I want to teach you another way for partners to read together. One partner can read a page, and the other partner can read the same page over again, like an echo.”</li> <li>• “Today I want to teach you that partners can make our books come alive and actually act like the characters. We can do what they do, say what they would say, or think out loud for them.”</li> </ul>

**Assessment:**

- Mondo Assessments
- Conference Notes

**Suggested books to support mini-lessons:**

*Is This Is A Monster* (Mondo Big Book)

*Itch, Itch* (Mondo Big Book)

Poems

Nursery Rhymes

*Let's Sing About It* for songs and rhymes

Week	Goals	Suggested Mini-lessons
6	<p>Students will recognize common types of texts (e.g. fiction, non-fiction)</p> <p>Students will with prompting and support , identify characters, settings, and major events in a story</p> <p>Students will recognize common types of texts (e.g. fiction, non-fiction)</p>	<p><u>Readers Can “See Through” the Pattern to Figure Out What the Book Is Really About</u>            At this point, after reading many pattern books, multiple times, we will see that the pattern books generally fall into two types: Books that actually do tell a story, and books that are more like lists or information books. Readers have to think about more than the pattern to figure out what the book is really about. They can use the title, the pictures, what is happening to “see through” the pattern and figure out what is really going on. Students will become familiar with both types of pattern books and see that they are reading for a different purpose for each one.</p> <ul style="list-style-type: none"> <li>• “Readers know that things go together in a book. The title, the covers, the pictures in the book all go together to help us figure out what a book is going to be about. Then after we have read the book we can talk about what kind of book it was. Was it a story? Did it give us information?”</li> <li>• “Readers when we think about whether a pattern book is a story we look for certain things in the story: Are there characters? Are they doing anything? Do they go different places? Does the story have a beginning, middle, and an end?” (two or three days)</li> <li>• “Readers when we think about whether a pattern book is an informational book we ask ourselves questions: “Are there lists of things that are the same? Is the book teaching information, or listing different kinds of objects, colors, etc. What else could be on this list? What is the main thing I’m learning about?”</li> </ul>
<p><b>Assessment:</b> Mondo Assessments            Conferring Notes</p>		<p><b>Suggested books to support mini-lessons:</b>  <i>Mrs. Wishy Washy</i> (Big Book)  <i>The Meanies</i> (Big Book)            Poems            Nursery Rhymes  <i>Let’s Sing About It</i> for songs and rhymes</p>

Week	Goals	Suggested Mini-lessons
6/7		<p>“Readers when we think about whether a pattern book is an informational book we ask ourselves questions: “Are there lists of things that are the same? Is the book teaching information, or listing different kinds of objects, colors, etc. What else could be on this list? What is the main thing I’m learning about?” (two – three days)</p>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Mondo Assessments</li> <li>• Conferring Notes</li> </ul>		<p><b>Suggested books to support mini-lessons:</b></p> <p><i>Duck Pond Dip</i> (We Give Books site)  <i>Family Vacation</i> (We Give Books Site)            Poems            Nursery Rhymes  <i>Let’s Sing About It</i> for songs and rhymes</p>

Week	Goals	Suggested Mini-lessons
7/8		Celebration: <ul style="list-style-type: none"> <li>Recruit students to help videotape each partnership performing one of their favorite big books, songs, or poems. Show them different ways to perform their books – reading together with their partner, taking turns, adding gestures. Give them time to practice before the videotaping. On the last day of the unit, show the videotape as a celebration!</li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>Conferring Notes</li> <li>Running Records</li> <li>Reading logs</li> </ul>		



## Grade Kindergarten: Unit 3: Writing Pattern Books to Read, Write, and Teach

### Essential Question:

How can we write books like those that we read?

### Enduring Understandings:

While immersed in exploration of pattern books, students will use a combination of drawing, dictating, and writing to compose opinion and expository pieces supported by the writing workshop structure.

### Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the Grade K standards. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: <http://www.state.nj.us/education/cccs/2016/ela/>. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides K-2 “Instructional Supports and Scaffolds for Success in Implementing the New Jersey Student Learning Standards” at: <http://www.state.nj.us/education/modelcurriculum/success/ela/k2/>.

### Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards:

- Students will use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book, W.K.1
- Students will use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.W.K.2
- Students will print many upper- and lowercase letters. L.K.1a
- Students will capitalize the first word in a sentence and the pronoun I. L.K2a
- Students will understand that words are separated by spaces in print.RF.K.1c
- Students will demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.RF.K.3a
- Students will use writing as a tool to teach or share observations or to persuade
- Students will use illustrations to support meaning and support decoding for the reader
- Students will improve their writing through revision and editing.

- Students will experiment with a variety of structures when writing patterned texts.

**Structures:**

- Whole class mini-lessons
- Independent writing
- Small group instruction
- conferences
- Share
- Interactive writing

**Materials:**

- Chart paper
- Writing paper
- 5-8 page booklets
- Writing tools
- Mentor texts

**Skills Addressed in Unit:**

- Using high-frequency words in patterned text
- Maintaining focus in a pattern book
- Using illustrations to support meaning
- Sharing opinions
- Persuading readers

**Ongoing Assessment:**

- Teacher observation/conferring notes
- Portfolio writing assessment
- Conferences
- Writing folders with student work
- Published pieces

<u>Week</u>	<u>Goals as Learning Targets</u>	<u>Suggested Mini-Lessons (aligned to NJSL)</u>
1	<p>Students will use illustrations to support meaning and support decoding for the reader by looking at pictures as a part of their reading process.</p>	<p><b>BENCHMARK: Think about the books that are in your our book bags. The books that repeat some of the words or ideas on each page. Write a book that follows a pattern.</b></p> <p><b><u>Writing books that are just-right to read W.K.2 (Immersion)</u></b>  “Writers, I looked around our classroom the other day during reading workshop, and I saw all of you reading, and I realized that you are reading so many books now that we may need <i>more</i> books in our library. I mean, your baggies are bursting with books, but you readers are gobbling them up so fast! We need to get more of these books. So, I thought maybe you would be willing to <i>make</i> more books for our library. I thought that this month we could be writers of the kinds of books we have been reading.”</p> <ul style="list-style-type: none"> <li>• Use a favorite patterned book to notice. <ul style="list-style-type: none"> <li>- Repeated words/phrases on every page</li> <li>- Pictures help tell the new word</li> <li>- The book has one big idea</li> </ul> </li> </ul> <p><b><u>Writing books we’d love to read W.K.1-2 (Generating Ideas)</u></b>  Writers finding topics that make reading exciting! When we live wide awake lives, celebrating the details of each moment, we can find great topics. Before authors write, they think about making books that readers can enjoy and learn from. One way we can think get ideas for our pattern books is by thinking about: (Choose- You may to this across a couple of days, introducing a couple of strategies)</p> <ul style="list-style-type: none"> <li>• Write about favorite things (Ex. I love...)</li> <li>• Making lists about one idea (Ex. Trees have...)</li> <li>• Describing the world around us (Ex. Fall is...)</li> <li>• Studying other pattern books</li> <li>• Describing friends and what we do together (Ex. We play...)</li> <li>• Writing about everyday living (Ex. My mom...)</li> </ul>

		<p><b><u>Planning pages that send a message (Rehearsal) W.K.1-2</u></b></p> <p>Writers, today I want to teach you that before authors begin writing, they plan out the pages of their book so that they can send a message to the reader. Usually that message teaches the reader something. For example, I may want to teach someone about the items that we use in writing workshop. I can make a book all about our writing tools, showing the reader a new writing tool on each page. So, first authors decide what they want to teach the reader. Then, they think about what each page will look like so that they can send that message.</p> <ul style="list-style-type: none"><li>- Rehearsal strategy- point to each page to plan writing. (Choose)</li><li>- Plan each page across your fingers (lifting one finger for each new page)</li><li>- Sketching the pictures first on EVERY page first</li></ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>• Pre-assessment: Think about the books that are in your our book bags. The books that repeat some of the words or ideas on each page. Write a book that follows a pattern.</li><li>• Conferring Notes</li></ul>		

Week	Goal	Suggested Mini-lessons (aligned to NJSL)
<p><b>2</b></p>	<p>Students will use illustrations to support meaning and support decoding for the reader by looking at pictures as a part of their reading process. (W.K.1)</p> <p>Students will use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.2</p> <p>Students will now and apply grade-level phonics and word analysis skills in decoding words. RF.K.3</p> <p>Students will read and write common high-frequency words with automaticity.</p>	<p><b><u>Pictures as helpers</u> RF.K.1, W.K.2,</b>  Writers, when we are reading our pattern books we know that the pictures are there to help tell the story and to help us figure out tricky words on the page. So as authors of pattern books we must put pictures on each page to. Today I want to teach you that one way we can help our readers to read the tricky words in our books is to draw a picture on each page that really shows them what that new word might be.</p> <ul style="list-style-type: none"> <li>• Every page needs to have a picture that the reader can search to find the meaning of the book, and which also helps with the tricky word on that page.</li> <li>• Every picture needs to say as much as, or even more than, the words say.</li> <li>• Use a pattern favorite book to beginning noticing how authors use illustrations to enhance meaning and support decoding.</li> </ul> <p><b><u>Making it complete: W.K.2</u></b>  Writers, we’ve noticed that pattern books have some things in common so in order to be considered a book, our book needs to fit certain things. Today I want to teach you that we can make sure our work will become true books by keeping our books to one topic and telling at least four pages about that idea. (Pattern books have: a topic, four to six ideas about a topic, words that talk about the topic and are the same on every page, and representational or meaningful drawings that help your reader read your book.)</p> <ul style="list-style-type: none"> <li>• Study mentor text to identify parts of patterned text.</li> <li>• Create chart</li> </ul> <p><b><u>Spelling out our patterns: RF.K.3</u></b>  Writers, when we write books with a pattern, it is important to spell the repeating words correctly because we are using these books to help us learn to read as well. One way we can make sure our words are spelled like they’d be in a book from the library is by using words from the word wall and other words we know to create our patterns.</p>
<p>Conferring Notes</p>		

Week	Goal	Suggested Mini-lessons (aligned to NJSL)
<p><b>3</b></p>	<p>Students will use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Students will experiment with a variety of structures when writing patterned texts.</p>	<p><b><u>Writing twist endings W.K.2</u></b>  Writers, today I'd like to show you how authors can add make their pattern books like the books we read in our book bags is by twisting the pattern at the end. One way you can twist the pattern is by: (Choose)</p> <ul style="list-style-type: none"> <li>• Reversing the pattern. For example, if they are talking about all the things space has, you might teach them to say what is <i>not</i> found in space. The pattern may say, "Space has stars. Space has planets." For their ending, they might then write something like, "Space doesn't have <i>me!</i>"</li> <li>• Turning the pattern into a question... Elephants have big ears. Wolves have pointy ears? What kind of ears do you have?</li> <li>• Changing the amount... Some fruits are sweet. Some fruits are tart. All fruits are healthy!</li> </ul> <p><b><u>Exploring different types of patterns: (2/3 Days) W.K.2</u></b>  Writers, as authors we know that sometimes the best way to make our writing better is to study the work of grown-up authors. Over the next few days, we will look at how famous authors plan the patterns in their books and see some options we can use for our books.</p> <ul style="list-style-type: none"> <li>• Some books have a seesaw pattern. We can write a seesaw pattern by having the pattern follow two sentences. One page goes one way and the next page goes another. "I like ice cream. My mom does too. I like pizza. My dad does too."</li> <li>• Some books ask a question and then spend pages answering that question. We can make a question/answer pattern by asking a question and then answering it on the next. ("Do kangaroos have a mother? Yes, kangaroos have a mother too.") <ul style="list-style-type: none"> <li>• Some books go one way for the whole book and then have some sort of tricky switch at the end. So a book about school might go, "We like to go to art, we like to go to music, we like to read and write, we like to do math, we like to go to gym, (and for the twist) we don't like to go home."</li> </ul> </li> </ul>
<p>Conferring Notes</p>		

Week	Goal	Suggested Mini-lessons (aligned to NJSL)
<p><b>4</b></p>	<p>Students will use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Students will experiment with a variety of structures when writing patterned texts.</p> <p>Students will participate in shared research and writing.</p>	<p><b><u>Teaching in our texts W.K.2</u></b></p> <p>Writers, the books in our baggies can do a lot of different things. They can make us laugh, they can tell us a story, they can even teach us new things! I want to show you be a writer that teaches by making a pattern that will teach your friends new things about the world. One way we can make a book that teaches is by: (Choose)</p> <ul style="list-style-type: none"> <li>• Choosing our topics we know a lot about...We can think about topics and patterns that can teach our readers new things about the world. (Use an example like... “I know that Tommy is an expert on rocks. Do you remember when he brought in his rock collection and told us all of the neat names for his rocks? Tommy can write a book teaching people about the rocks that he knows so much about!)</li> <li>• Thinking about all the different parts of something. Think about to our Looking Closely books. We can notice the details of things in our world and teach people about all the different parts of something. Plants have roots. Plants have stems. Plants have leaves. Plants have flowers.</li> </ul> <p><b><u>Titles that fit W.K.5</u></b></p> <p>Writers choose titles that hold all of the pages together. So as writers, we must learn to give our books a title that will help the readers get the big important stuff too. We can think of a good title by looking at all of our pages and asking, “What idea is on every page?”</p>
<p>Conferring Notes</p>		

Week	Goal	Suggested Mini-lessons (aligned to NJSL)
5	<p>Students will improve their writing through revision and editing.</p> <p>Students will understand that words are separated by spaces in print.</p> <p>Students will print many upper- and lowercase letters. L.K.1a</p> <p>Students will capitalize the first word in a sentence and the pronoun <i>I</i>. L.K.2a</p> <p>Students will understand that words are separated by spaces in print. RF.K.1c</p> <p>Students will demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3a</p>	<p><b><u>Writing for Readers L.K.1a, L.K.2a, RF.K.1c, RF.K.3a</u></b></p> <p>Writers, I have been reading some of your books and... wow... they are amazing. I am reading books that teach me things, make me laugh, and make me think! One more thing I want to teach you is to make sure your writing is readable. I brought some books home with me and cuddled down on my couch ready for a night of reading. Then something terrible happened. I opened up some of the folders and I couldn't read all of your books. So that one way we can make sure that our books are always ready to read</p> <ul style="list-style-type: none"> <li>• Rereading our words, checking to see if we let spaces between our words...(See session 4 in Writing for Readers)</li> <li>• Stretching and writing words to make sure we put in as many sounds as we could (See session 3 in Writing for Readers)</li> <li>• Writing as neatly as possible to make sure our letters are clear to the reader (Examining Readable and Unreadable Writing Session 2 in Writing for Readers)</li> <li>• Putting a capital letter at the beginning of our sentences so the reader knows a new sentence is starting.</li> </ul>
Conferring Notes		

Week	Goal	Suggested Mini-lessons
6/7	<p>Students will use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>Students will use writing as a tool to teach or share observations or to persuade their readers</p>	<p><b><u>Patterns to Persuade/Giving Opinions W.K.1</u></b>  Writers, the other day I was at the grocery store and I started to read a poster that was all about why eating lots of vegetables is important. Then I started thinking about how the author of that poster was trying to make me believe what she thought by using words and reasons and I thought, we should do that with our books. One way to do that would be to think about times when you <i>should</i> do something as a way to discover topics about which you might have an opinion. For instance, if you have to go to bed at 8:30, or if you should do something else in addition to playing computer games, then those might be topics about which you feel strongly and have opinions. We can come up with topics for our pattern books by: (choose)</p> <ul style="list-style-type: none"> <li>• Thinking of things I like/don't like</li> <li>• Thinking of things people should do and why</li> <li>• Thinking of things I want</li> </ul> <p><b><u>List Books W.K.1</u></b>  Writers, another way writers can make pattern books is by creating a list, listing each item on one page. For example, I decided I wanted to write a book about how I love to teach. My book might start with my idea sentence. "Teaching is fun!" Then, it might tell all of the things that are fun about teaching. It might sound something like, "Teaching reading is fun. Teaching math is fun. Teaching science is fun..." Each page can list something that makes teaching fun.</p> <p><b><u>Reasons Books W.K.1</u></b>  Writers, yesterday I started writing a book about my opinion about teaching. I wrote a list book about all of the things that make teaching fun. Today, I thought I would try to write that book again but in another way. Sometimes as writers, we want to teach our readers why we think something. So today, I will rewrite my book as a reason book. When I think about my pages, I usually say my idea aloud and then say because, because, because. Let me show you, Teaching is fun... because I like to help people learn new things... because kids can be funny and make you laugh... because every year I met new children who I grow to love. Then I turn my reasons into a book.</p>

**Getting ready for publishing W.K.5**

Writers, we have learned so much about how authors use patterns to teach and share their thoughts with the world. Now it's time to make some of our books ready for the library. Writers must take their favorite books and fix them up so that they are ready for the world to see. They can get their books ready to publish by:

- Looking closely to see if there is anything we can add to the words or pictures to make our writing more clear and/or more interesting (revision)
- Checking for the spelling of word wall words. (editing)
- Looking for capitals and punctuation.(editing)

**BENCHMARK:** Let's take a look at our very first pattern books. Thinking about everything we've learned about how authors use patterns to tell them share their ideas with the world, rewrite your book.

**Celebration:**

As you finish this last part of the unit, you will want to have a culminating celebration of the writing that your kindergartners have done across the unit. You might decide to allow students to share brief reviews of their books, so that others may select the newly published books to add to their book baggies. This would be a great opportunity to not only empower your writers by acknowledging a true purpose for their books but also help you expand your own classroom libraries, giving kids more books to choose from for their independent reading time.

**Post-assessment:**

- Let's take a look at our very first pattern books. Thinking about everything we've learned about how authors use patterns to tell them share their ideas with the world, rewrite your book.
- Conferring Notes

**Some partner mini-lesson possibilities for along the unit:**

- Partners can help each other plan their books by telling each other their plans across their fingers.
- Partners can help each other check for snap word spelling by reading each other's writing with the word wall front and center
- Partners can help each other plan more pages by talking about other parts that might fit into our topics
- Partners can help us check that our writing is readable by checking for spaces and handwriting.

**Interactive Writing Opportunities/Ideas:**

- Book reviews for the classroom library. (You should read \_\_\_\_ because... Or We liked/didn't like \_\_\_\_ because...)
- Safety Signs for classroom and hallways
- Invitations
- Get well cards
- Newsletters

## V. Course Materials

While teachers have access to the comprehensive Calkins' unit plans in desk or e-book, additional supporting texts are provided in a professional library in each elementary school or through the Language Arts Department office. For example, *The Continuum of Literacy Learning for Grades PreK-2* and *The Continuum of Literacy Learning for Grades 3-8* by Gay Su Pinnell and Irene C. Fountas guide differentiated teaching to support varying independent reading levels in the classroom. Some other building resources include Frank Serafini's books on reading workshop lessons in comprehension and *Poetry Lessons: Everything You Need* (Perfect, 2005).

The district partners with Schoolwide (<http://www.schoolwide.com/>) to further support the use of standards-based writing scaffolds, rubrics, and routines in addition to ambitious non-fiction reading and writing lesson and unit planning. In Grades 1-5, teachers are provided with three different grade-specific Schoolwide units as resources: Launching Writing Workshop; Nonfiction Reading; and Nonfiction Writing.

In addition, the following grade-specific district resources support explicit teaching of word study:

Grade K:	Grade K Phonics First Program <i>Grade K Handwriting</i> (Zaner-Blouser, 2012)
Grade 1:	Grade 1 Phonics First Program <i>Grade 1 Phonics Lessons</i> (Fountas & Pinnell, 2003) <i>Grade 1 Handwriting</i> (Zaner-Blouser, 2012)
Grade 2:	<i>Grade 2 Handwriting</i> (Zaner-Blouser, 2012) <i>Grade 2 Instructional Spelling</i> (Rolfe, 1998) <i>Grade 2 Instructional Spelling Assessment Sentences</i> (Rolfe, 2012) <i>Schoolwide Fundamentals of Grammar and Conventions</i> (2014)
Grade 3:	<i>Grade 3 Instructional Spelling</i> (Rolfe, 1998) <i>Grade 3 Instructional Spelling Assessment Sentences</i> (Rolfe, 2012) <i>Grade 3 Handwriting</i> (Zaner-Blouser, 2012) <i>Sadlier Grammar Workshop Green Level Common Core Enriched Edition</i> (2013)
Grade 4:	<i>Grade 4 Instructional Spelling</i> (Rolfe, 1998) <i>Grade 4 Instructional Spelling Assessment Sentences</i> (Rolfe, 2012) <i>Sadlier Grammar Workshop Orange Level Common Core Enriched Edition</i> (2013)
Grade 5:	<i>Sadlier Grammar Workshop Orange Level Common Core Enriched Edition</i> (2013) <i>Teacher-Constructed Vocabulary Units using Vocabulary A-Z</i> (2013)

Literacy Classrooms have a classroom library of leveled texts and a classroom subscription to *Time for Kids*.

In addition, teachers are provided with access to several technology-based resources:

- Reading A-Z (<http://www.readinga-z.com/>)- a multitude of teacher materials consistent with our program specifications and aligned to the New Jersey Student Learning Standards
- Time for Kids online access: Interactive Digital Editions and archive of lessons

## VI. Assessments

### Formative Assessments

- Anecdotal Notes
- Conferring Notes

The Teachers College Independent Reading Level Benchmarks provide a guide for expectations

([http://connect.readingandwritingproject.org/file/download?google\\_drive\\_document\\_id=0B404rJALRaGweWc1am0zcmJ3THM](http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B404rJALRaGweWc1am0zcmJ3THM)).

Example of an assessment: <https://vimeo.com/16004806>

- Student Book logs
- Teachers College Writing Rubrics

### Summative Assessments

- Schoolwide
- Rubrics
- Teachers College Writing Rubrics

## VII. Interdisciplinary Connections and Alignment to Technology Standards

- English/Social Studies nonfiction reading and writing units
- English/Media Arts technology units
- See District Standards Alignment to the following:
  - Technology standards, <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
  - Career Awareness, Exploration, Preparation Standards, <http://www.state.nj.us/education/cccs/2014/career/92.pdf>
  - 21<sup>st</sup> Century Content Standards, <http://www.state.nj.us/education/cccs/2014/career/91.pdf>

## Appendix A- Suggested Daily Literacy Time

Students spend approximately 1.5 hours of literacy instruction each day in the following suggested instructional structures:

### Reading Workshop 35 minutes

Mini lesson	5-10 minutes
Conferring/Small Group Work (Students are independently reading)	10-20 minutes
Share	5 minutes

### Writing Workshop 30 minutes

Mini lesson	5-10 minutes
Conferring/Small Group Work (Students are independently writing)	15-20 minutes
Share	5 minutes

### Read Aloud 10 minutes

### Phonics/Handwriting 15 minutes

## Appendix B- Reading Workshop Planning Sheet

<b>Focus:</b>	
<b>Connection:</b> Students learn why today’s instruction is important to them as readers and how the lesson relates to their prior work. The idea is that our foundation gives us strength. The beginning of any lesson should add strategies and skills by accessing the building blocks laid out in previous lessons.	Named teaching point:
As readers we’ve been working on... Something I’ve noticed... Good readers often...	Today I want to teach/show you...
<b>Teach:</b> Every day, we share the secrets of how readers can explore new thoughts, foreign lands, and live the lives of characters in a book. As the master reader, the teacher must show the students how to apply these new strategies by demonstration (modeling how and when readers use this strategy), explaining and showing an example; involving the class in shared inquiry; or taking them through guided practice.	
When I read... Watch me as I... Readers sometimes stop and...	Think aloud for demonstration... Stopping points
<b>Active Engagement/Involvement:</b> Now it’s their turn... Let the students know that now they can have a go with your support. The students are given a chance to quickly practice what has just been taught or to share noticings about the demonstration in order to understand a kind of thinking about reading that they can try <u>in their own reading work</u> .	
Turn and talk... Now it’s your turn... Stopping Point	As I was listening, some great reading work that I noticed was...
<b>Link:</b> The teacher reiterates what has been taught, adding it to student’s growing repertoire. Students are reminded that todzzay’s lesson pertains not only to today, but to every day.	Mid-workshop teaching point:
Today and every day as readers you may...	Readers, listen to how _____... Readers, I want to remind you that... Readers, check to see if you...
<b>Focus of Share:</b> Readers, share your reading work with your partner... Turn and talk... Readers, listen to the really smart thing that _____ did to help him understand the story/figure out a word. Do you see how he/she...	

**Appendix C- Sample Workshop Conferring Log**

**Student's Name:** \_\_\_\_\_

<b>Date of Conference</b>	<b>What I noticed... [Compliment]</b>	<b>What I taught... [Teaching Point]</b>	<b>Possible next steps...</b>

## Appendix D- Partnership/Small-Group Conversation Support

### These are some things to say to keep your conversation going and to grow ideas!

- Something I think is \_\_\_\_\_. I know this because (give examples from the text)
- Something I'm wondering about is \_\_\_\_\_.
- That reminds me of my book because \_\_\_\_\_.
- So, what you're saying is (say what you think they said).
- This is important because \_\_\_\_\_.
- That makes me think \_\_\_\_\_.
- Here's a place in the book that shows that. (Show them).
- I agree with you because \_\_\_\_\_.
- I disagree with you because \_\_\_\_\_.

### You can also ask questions.

- What do you mean?
- Why do you think that?
- What does that make you think?
- What does that have to do with the story?
- Can you please say more about that?
- Why do you think that?
- How do you know?
- Could you please show me a place in the story where that happens?
- Why do you think that's true?

## Appendix E- Instructional Skeleton for Guided Reading

<p>Book Introduction (Before Reading)</p>	<p>Teacher provides a brief summary of the book. He/She may lead a picture walk. Difficult vocabulary is introduced.</p> <p>Teacher sets the purpose for reading by teaching into the level characteristics of the instructional text.</p>	<ul style="list-style-type: none"> <li>• “Today we’ll be reading. It’s a book all about...”</li> <li>• “Let’s look through the pages and say how the story might go...”</li> <li>• “Some tricky words you might meet in your reading are... Look at the page, frame the word _____ with your finger.”</li> <li>• “As we explore ___ books, something you may notice is...”</li> </ul>
<p>Independent Reading</p>	<p>Students read while teacher confers one-on-one</p> <p>Teacher takes conferring notes</p>	<ul style="list-style-type: none"> <li>• Follow conferring prompts...</li> <li>• “I can see you are the kind of reader who (compliment),,,” or “I like how you”</li> <li>• “Something I’d like to teach you is...”</li> <li>• “Something good readers do is...”(teach)</li> <li>• “As you read, remember to...” (link)</li> </ul>
<p>Link</p>	<p>Discuss the common teaching point that would benefit the whole group. (You may rely on some specific examples from your conferences.)</p>	<ul style="list-style-type: none"> <li>• “Something we’ve encountered today in our reading is...”</li> <li>• “Whenever you’re reading...”</li> <li>• “How did your strategy help you in your reading work today?”</li> </ul>

## Appendix F- Book Club Log

Club Name \_\_\_\_\_ Date \_\_\_\_\_

Members \_\_\_\_\_

How much did you read?

Page Started	Time Started
Page Finished	Time Finished
Total Pages Read	Total Minutes Read

What did you talk about? What was the idea you were discussing?

Is there anything important the teacher needs to know?

Tonight's Homework

Pages to be read	Minutes to be read
Ideas we'll explore	

Signature \_\_\_\_\_

## Appendix G- The Structure of a Writing Conference

Conferences follow a predictable pattern. This pattern allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child’s writing. With this in mind, every conference should consist of the following four components: research, decide, teach, and link. The terminology and strategies are based on *The Conferring Handbook within the Lucy Calkins Writing Workshop*.

### Research:

The term simply refers to a teacher observing a child and noting, “What is this child accomplishing successfully, and what can I do to bring him/her one step further?” Although the research component of a conference is extremely valuable, it should only take up a couple of moments. The following are some of the vital components to the researching segment of a writing conference:

<b>Observation:</b>	<ul style="list-style-type: none"><li>- Take a few moments to stand back and watch the student before approaching him or her. This will allow you to note some writing behaviors and estimate what you think he or she is trying to accomplish as a writer that day.</li></ul>
<b>Establish a comfortable atmosphere:</b>	<ul style="list-style-type: none"><li>- Grab a chair and sit next to the child so that you are eye to eye and knee to knee.</li><li>- Ask the child to hold his/her piece out so that you can both see the writing, but not removing it from his/her grasp.</li></ul>
<b>Identifying the goal the child has set for his/her work:</b>	<ul style="list-style-type: none"><li>- Ask specifically, “What are you working on as a writer today?”</li><li>- Have the child read his work to you, or read it together. Then, discuss the progress and give the child a compliment on one aspect of his/her writing that you would like the child to carry over to future pieces.</li></ul>

By asking, “What are you doing as an author today?” conversations take on a whole new depth. Students are asked to name their intentions to give teachers an understanding of what a child is trying to accomplish (even if that was not apparent by looking at the paper). This also gives each child the opportunity to express his/her thinking about writing.

## Appendix G- The Structure of a Writing Conference (Continued)

### Decide:

The next part of the conference can definitely be the hardest. The key is to choose a teaching point that will help the child's writing abilities as a whole, not just on this one piece. Listed below are just a few common teaching points that will help children become skilled independent writers in the primary grades:

<b>"What story does this picture tell?"</b>	<b>"Just like a camera, let's zoom in on exactly what happened in that moment."</b>
<b>"How can you help tell your story with words?"</b>	<b>"Can you paint that picture in my mind with words?"</b>
<b>"Let me show you how to add that with words."</b>	<b>"Let me show you how spaces help the reader read your work."</b>
<b>"Wow, your reader definitely needs to hear that."</b>	<b>"Does that sound right to you? Can you think of a way to make it more clear for your reader?"</b>
<b>"Let me help you stretch that out."</b>	<b>"How can we add to that piece to make it even better?"</b>
<b>"Writers use the resources around them to make their writing easier for their reader to read." (word wall words)</b>	<b>"Let me show you how re-reading helps me as an author."</b>
<b>"Authors use punctuation to tell their readers how the words should sound when you read them."</b>	<b>"Did you know famous authors re-read their words to make a plan for what's coming next?"</b>
<b>"What did you do to show that you felt ____? Can you put that down in words?"</b>	<b>"Let me show you how authors make a plan before they put their pencils on the paper."</b>

## Appendix G- The Structure of a Writing Conference (Continued)

### Teach

The following sentence stems provide a basis for coaching student writers:

- "It would really help the reader of your story if..."

- "I've been watching all of the wonderful things you've been doing as a writer, and I think I have one more thing that could help you."

- "I think that \_\_\_\_\_ would make that great thought much more clear for your reader."

## Appendix E- The Structure of a Writing Conference (Continued)

### Link:

The link is our way of ending a conferring conversation. The primary goal for a writing conference is to always have the child use the skills were modeled in their future writing, so when exiting a conference, it is important to define how the child has made the piece better and to remind him/her to continue to use this skill as an author.

## Appendix H- The Instructional Skeleton for Interactive Writing

<b>Part</b>	<b>Brief Description</b>	<b>Language Prompts</b>
Setting Purpose	Students and teacher decide what to write, the structure of the piece, and the audience	“What’s the big message?” “Today, let’s...” “Turn and talk...”
Oral Rehearsal Model Planning	Model types of thinking a write would include in text structure  Touch the page to plan where the words will go (Count each word across your fingers or make lines for each word)	“What should/could this message say?” “How could we say...” (Allow time for turn and talk) “Where are the words going to start?”
Write/Engagement	Teacher and student write together. Students are called up to write on the paper. Other students use a white board.	“Let’s think about how that word goes...” “What sounds do we hear?” “Can we find a place in our room where that word lives?”
Closure	Read the message together and decide how to deliver it.	“Let’s read our writing to make sure it sounds just the way we’d like it to.”

Appendix I- The Instructional Skeleton for Close Reading

Part	Brief Description	Language Prompts
First Read	Read the text/view the video to get a first impression or first thoughts about the content.	“What does this make you think?” (Turn and Talk)
Reread through specific lenses.	Reread/view the same small portion of text or video looking through a very specific lens, noting particular types of details or structures. Record those details. This highlights text evidence first.	“Let’s watch this through the lens of...” “Pay attention to the _____ details in this section.” “Record or highlight the details that fit _____ lens.” “Turn and tell your partner the parts that you noted and why.”
Find patterns in the details.	Look for ways that the details or parts of the text highlighted fit together.	“Which details seem to fit with each other?” “Can you find a pattern across those details?” “Talk to you partner about the details that seem to fit together.”
Grow new ideas	By studying the details that fit together, grow a new idea about the text. (Many times these theories or ideas may be about character feelings or characteristics, themes, new understandings about a topic...)	“How do this all go together?” “What does that make you think about _____?” “What do you now understand about?” “Tell your partner about a new idea you’ve grown from this reading.”

## Appendix J- Course of Study Alignment to the Grade-Specific New Jersey Student Learning Standards (NJSL)

**Grade Specific New Jersey Student Learning Standards:** <http://www.state.nj.us/education/cccs/2016/ela/>

**The following numbers listed after each NJSL note the unit where the standard is addressed within the curriculum:**

### **Reading Units**

Unit R1: We Are Readers Exploring the Exciting World of Books

Unit R2: Readers Use All Our Powers to Actually Read

Unit R3: Readers Study Patterns in Big Books and Little Books

Unit R4: Learning about Ourselves and Our World: Reading for Information

Unit R5: Readers Get to Know Characters by Pretending and Performing Our Books

### **Writing Units**

Unit W1: Launching the Writing Workshop

Unit W2: Looking Closely

Unit W3: Writing Pattern Books

Unit W4: Procedural Writing: How-To-Books

Unit W5: Authors as Mentors: Moving Back into Personal Narrative

**Word Study Work = WS**

**Read Aloud Work = RA**

**Small Group or Conferring Work = SG or CW**

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## Kindergarten

### Key Ideas and Details

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

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

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

### Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### Range of Reading and Level of Text Complexity

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

## Progress Indicators for Reading Informational Text

### Key Ideas and Details

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

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

### **Craft and Structure**

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### **Integration of Knowledge and Ideas**

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

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

## **Progress Indicators for Reading Foundation Skills**

### **Print Concepts**

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

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

### **Phonological Awareness**

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

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

## Phonics and Word Recognition

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 and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

## Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

- A. Read emergent-readers with purpose and understanding.
- B. Read grade level text for purpose and understanding.

## Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

## Progress Indicators for Writing

### Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### Production and Distribution of Writing

W.K.4. (Begins in grade 3)

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

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

W.K.9. (Begins in grade 4)

### **Range of Writing**

W.K.10. (Begins in grade 3)

## **Progress Indicators for Speaking and Listening**

### **Comprehension and Collaboration**

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

### **Presentation of Knowledge and Ideas**

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

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

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

## Anchor Standards: Language

### Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

## Progress Indicators for Language

### Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

F. Produce and expand complete sentences in shared language activities.

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

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Knowledge of Language

L.K.3. (Begins in grade 2)

### Vocabulary Acquisition and Use

L.K.4. 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.

L.K.5. 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).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

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

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