

Mendham Borough Public Schools  
Mendham, New Jersey

*Curriculum and Instruction*

Course of Study

**Language Arts: Grade K**

**August 23, 2016**

**I. RATIONALE, DESCRIPTION AND PURPOSE (revise)**

The Mendham Borough Schools seek to instill and cultivate a love of reading and writing; independent reading and writing for varied purposes, including individual genre and learning interests; and “readerly” and “writerly” lives in students’ school and personal worlds.

Language arts literacy embraces the integrated development of reading, writing, speaking, listening and viewing/media literacy skills in purposeful and meaningful contexts. Literacy skills develop within a continuum according to each student’s readiness.

The Teachers College kindergarten reading and writing workshops cultivate reading and writing within fiction and nonfiction genres for authentic and engaging purposes. The Teachers College model proceeds on three premises. First, students are readers and writers who develop distinctive reading and writing identities that include preferences, strengths and needs. Readers and writers engage reading and writing lives in the classroom and in their out-of-school worlds. Second, the fundamental goal of reading and writing is to develop a love of both interactions with text, ideas and the larger world. Third, readers and writers need tools and strategies to engage their craft purposefully and authentically. Teachers of reading and writing provide direct and explicit instruction in the development of these tools and strategies as meets readers’ and writers’ varying readiness levels.

**II. DISTRICT OBJECTIVES**

The district adopts the Anchor Standards set forth in the New Jersey Student Learning Standards, as objectives for all students to meet by the end of Grade 8. Separate objectives for reading, writing, speaking and listening, and language, are as follows:

**Reading**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Writing**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Speaking & Listening**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. 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.
4. 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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. 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.

### **III. ALIGNMENT TO STANDARDS**

Language arts literacy development in kindergarten aligns with the following **New Jersey Student Learning Standards:**

#### **Reading**

- With prompting and support, ask and answer questions about key details in a text. (R.I.K.1)

- With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)
  - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)
  - With prompting and support, ask and answer questions about unknown words in a text. (RI.K.4)
  - Identify the front cover, back cover, and title page of a book. (RI.K.5)
  - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI.K.6)
  - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (RI.K.7)
  - With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)
  - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.K.9)
  - Actively engage in group reading activities with purpose and understanding. (RI.K.10)
- With prompting and support, ask and answer questions about key details in a text. (RL.K.1)
  - With prompting and support, retell familiar stories, including key details. (RL.K.2)
  - With prompting and support, identify characters, settings, and major events in a story. (RL.K.3)
  - Ask and answer questions about unknown words in a text. (RL.K.4)
  - Recognize common types of texts (e.g., storybooks, poems). (RL.K.5)
  - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)
  - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (RL.K.7)
  - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (RL.K.9)
  - Actively engage in group reading activities with purpose and understanding. (RL.K.10)

## **Writing**

- 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.1)
- 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)
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3)
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5)
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6)
- 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.7)

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

### **Speaking & Listening**

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (SL.K.1)
  - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - Continue a conversation through multiple exchanges.
- 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.2)
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4)
- Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)
- Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)

### **Reading Foundational**

- Demonstrate understanding of the organization and basic features of print. (RF.K.1)
  - Follow words from left to right, top to bottom, and page by page.
  - Recognize that spoken words are represented in written language by specific sequences of letters.
  - Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate understanding of spoken words, syllables, and sounds (Phonemes). (RF.K.2)
  - Recognize and produce rhyming words.
  - Count, pronounce, blend, and segment syllables in spoken words.
  - Blend and segment onsets and rimes of single-syllable spoken words.
  - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
  - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.K.3)
  - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
  - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- Read emergent-reader texts with purpose and understanding. (RF.K.4)

### **Language**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1)
  - Print many upper- and lowercase letters.
  - Use frequently occurring nouns and verbs.
  - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
  - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
  - Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2)
  - Capitalize the first word in a sentence and the pronoun I.
  - Recognize and name end punctuation.
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4)
  - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
  - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)
  - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)

**IV. CONTENT, SCOPE AND SEQUENCE, LEARNING OUTCOMES**

Grade level benchmarks in kindergarten Language Arts Literacy are built into the chart below:

Reading Workshop	Writing Workshop
Unit 1: Readers Build Good Habits (“Launch”)	Unit 1: Launching the Writing Workshop
Unit 2: Readers Read Emergent Readers and Think and Talk About Them to Grow Ideas	Unit 2: Writers Write “Small Moments” by Stretching Out Their Stories and Writing Across Pages
Unit 3: Readers Use Sources of Information to Read Shared Reading Texts	Unit 3: Writers Write for Readers (“Small Moments” Continued)

Unit 4: Readers Read “Just Right” Books and Use Print Strategies to Support Conventional Reading	Unit 4: Writers Write for Many Purposes
Unit 5: Readers Read “Just Right” Books with Fluency and Comprehension Using Pattern Books, Nursery Rhymes, Shared Reading Texts, Songs and Poetry	Unit 5: Writers Pay Attention to the World and Write About the World in a Poetic Way
Unit 6: Readers Use Nonfiction Strategies to Read and Talk About Nonfiction Texts in Reading Centers	Unit 6: Writers Use What They Know About Nonfiction Texts to Write “How To” Pieces  Unit 7: Writers Revisit “Small Moment” Writing to Prepare for Realistic Fiction Writing
Unit 7: Readers Grow Ideas with a Focus on Comprehension and Talk to Their Partners About These Ideas	Unit 8: Writers Use All They Know About Narrative Writing to Write Stories With a Problem and Solution (Realistic Fiction)
Unit 8: Readers Reflect on Their Year and Make Plans for Summer Reading	Unit 9: Writers Reflect on Their Year and Make Plans for Summer Writing

### **Reading Workshop Unit 1: Readers Build Good Habits (“Launch”)**

This unit “launches” the reading workshop and addresses procedures and students’ identity as readers. Students begin to read with a partner at the end of this unit.

In unit 1, readers will understand that:

1. The routines of the reading workshop help students become better readers and provide time for reading.
2. Reading partners help them talk and think about books.

In unit 1, readers will be able to:

1. Focus attention while listening to a mini-lesson on the rug;
2. Identify a book from the “book bin” that matches their current reading interests;
3. Correctly care for books by turning the pages with “gentle fingers” and returning books properly;
4. Read independently according to the “Off you go” prompt;
5. Read for meaning by using the cover to activate relevant background knowledge (“getting their brains ready to read”);
6. Read for meaning by using pictures to activate relevant background knowledge and construct a schema for the text (“picture walk”);
7. Read independently with stamina (i.e., reread or find another book);
8. Reread books to think about their favorite page or part;

9. Read with a partner with appropriate self-management (i.e., “hip to hip” and quiet voices);
10. Cooperate with a reading partner by turn taking (“Partner A and Partner B”; alternating listening and speaking roles);
11. Read with a partner by touching each page and talking about the pictures;
12. Read with a partner by talking about their favorite parts;
13. Identify favorite books.

## **Reading Workshop Unit 2: Readers Read Emergent Readers and Think and Talk About Them to Grow Ideas**

Readers read “old favorites” (i.e., known stories with predictable text) as they develop fundamental text comprehension strategies. They are introduced to accountable talk as they learn to read, talk and think with a reading partner.

In unit 2, readers will understand that:

1. They can use strategies to comprehend what they read; i.e., activating relevant background knowledge, applying picture clues, making connections to other stories and their own lives.
2. They can read with a partner in order to think about and understand a story.

In unit 2, readers will be able to:

1. Identify an “old favorite” for rereading;
2. Manage their “old favorite” books in book bins and “baggies”;
3. Identify new books to read (“look book” time) and reread “old favorites” during reading workshop;
4. Activate relevant background knowledge (i.e., personal memories) to read their “old favorites”;
5. Apply picture clues to help them read “old favorites” stories;
6. Apply story dialogue to help them read “old favorites” stories;
7. Identify with a book marker parts of an “old favorite” story to discuss with a partner;
8. Identify their favorite page to discuss with a reading partner (accountable talk);
9. Retell their “old favorite” stories by enacting the character’s voice;
10. Retell their “old favorite” text by enacting the character’s actions;
11. Identify a funny part of an “old favorite” to discuss with a reading partner (accountable talk);
12. Identify the most important part of their story to discuss with a reading partner (accountable talk);
13. Connect the text to their own lives (text-to-self connections);
14. Connect parts of a story to other stories (text-to-text connections);
15. Connect events in the sequence of a story with appropriate adverbs of time (e.g., “then”, “suddenly”, “next”, “finally”).

## **Reading Workshop Unit 3: Readers Use Sources of Information to Read Shared Reading Texts**

Readers continue to develop a repertoire of print strategies to support text comprehension.

In unit 3, readers will understand that:

1. They can use print strategies to comprehend what they read; i.e., emergent decoding skills, repetition, applying picture clues.
2. They can self-monitor comprehension and reread to self-correct.

In unit 3, readers will be able to:

1. Apply pictures and words to tell a story;
2. Identify individual words as they read by touching each word;
3. Read the words in the text with one-to-one correspondence;
4. Identify reading miscues and reread to self-correct;
5. Apply knowledge of words to decode (i.e., word-initial letters, sight words);
6. Identify words that repeat in the story to support decoding and to notice a pattern;
7. Apply picture clues to decode unfamiliar words;
8. Cooperate with a reading partner to decode unfamiliar words and interpret the story (e.g., “Does this sound right?”; “Does this make sense?”);
9. Reread familiar text fluently (“smooth” voice);
10. Identify their reading partners’ effective reading behaviors (e.g., “I like the way you read the words that you pointed under”; “I like the way you figured out that tricky word”; “Nice smooth voice”).

#### **Reading Workshop Unit 4: Readers Read “Just Right” Books and Use Print Strategies to Support Conventional Reading**

“Just right” reading levels are determined, and students begin to read at their independent “just right” reading level. Students continue to self-monitor text comprehension and apply a range of print strategies in this effort.

In unit 4, readers will understand that:

1. They can read a “just right” book independently.
2. They can use a repertoire of text (i.e., activating relevant background knowledge) and print (i.e., emergent decoding skills) strategies to comprehend what they read (sensemaking).

In unit 4, readers will be able to:

1. Identify a “just right” book with teacher guidance;
2. Activate relevant background knowledge and construct a schema to read a “just right” book (cover; predictions about the story);
3. Read for meaning by using pictures to activate relevant background knowledge and construct a schema for the text (“picture walk”);
4. Identify a “just right” book to match their current reading interests;
5. Read a “just right” book independently (building stamina) and with a partner (accountable talk);
6. Apply pictures to interpret the story and decode unfamiliar words;

7. Apply sight words to read “just right” books;
8. Read the words in a text with one-to-one correspondence;
9. Identify word-initial sounds to decode unfamiliar words;
10. Read for meaning by self-monitoring comprehension; i.e., “Does it make sense?”;
11. Apply picture clues to monitor sensemaking;
12. Apply knowledge of words to monitor sensemaking (i.e., “Does it look right?”);
13. Monitor sensemaking by thinking about the entire book (i.e., “What is my book about?”);
14. Monitor sensemaking in a “book talk” with their reading partner;
15. Cooperate with a partner to decode difficult words.

### **Reading Workshop Unit 5: Readers Read “Just Right” Books with Fluency and Comprehension Using Pattern Books, Nursery Rhymes, Shared Reading Texts, Songs and Poetry**

Readers read fluently and with comprehension by finding patterns in the text and using these patterns to help them read.

In unit 5, readers will understand that:

1. Many books include patterned text that helps to read the story.
2. Books are patterned in different ways, and recognizing specific patterns will help them read the story.

In unit 5, readers will be able to:

1. Identify patterned text in their “just right” books;
2. Recognize a specific pattern in a given book;
3. Recognize that sometimes an author will interrupt a pattern;
4. Apply picture clues to decode unfamiliar words;
5. Apply knowledge of words (print strategies) to decode unfamiliar words;
6. Read with a partner by describing text patterns and recognizing how these patterns tell the story;
7. Recognize repetitive words and phrases;
8. Recognize a rhyming pattern;
9. Read fluently (“smooth” voice);
10. Reread to self-monitor fluency (“smooth” voice);
11. Reread a familiar text with expression (fluency);
12. Reread a familiar rhyming text with a rhyming voice (fluency);
13. Recognize punctuation “road signs” when they read (fluency);
14. Reread to improve fluency at a “tricky” part of the text (“smooth” reading);
15. Connect the story and form of pattern books to other pattern books (text-to-text connections);
16. Monitor sensemaking by accumulating the pictures and the title to think about the entire book (i.e., “What is my book about?”).

### **Reading Workshop Unit 6: Readers Use Nonfiction Strategies to Read and Talk About Nonfiction Texts in Reading Centers**

In this unit, readers explore nonfiction text in order to learn about the text topic. Students “grow ideas” about their topic and use their emerging knowledge of the nonfiction genre to explore new topics.

In unit 6, readers will understand that:

1. They learn something about the topic of a nonfiction text when they read it.
2. Several features of the genre of nonfiction text enable the reader to learn about the text topic; i.e., diagrams, labels, illustrations.

In unit 6, readers will be able to:

1. Recognize differences between fiction and nonfiction texts;
2. Activate relevant background knowledge and construct a schema for a nonfiction text by reading the title and recognizing what they already know about the subject;
3. Predict what they might learn by reading a nonfiction text;
4. Monitor sensemaking by applying pictures (i.e., photographs, illustrations) to understand the text;
5. Decide where to start reading on a page of nonfiction text in consideration of the placement of diagrams, labels and captions;
6. Apply the table of contents and/or index in a nonfiction text to locate desired information;
7. Monitor sensemaking by accumulating diagrams, labels, captions and narrative text to ask, “What is this page mostly about?”;
8. Identify a topic about which they would like to learn (more), and gather books on this topic;
9. Compare and contrast books on a topic of interest (e.g., print size, illustrations);
10. Monitor sensemaking by posing questions during reading; e.g., “I wonder why/if....”;
11. Read with a partner by discussing their topic (accountable nonfiction partner talk);
12. Cooperate with a reading partner to engage in accountable nonfiction partner talk; e.g., “say more”, provide an example, ask a question;
13. Enact accountable nonfiction partner talk to teach what they have learned; e.g., “I learned that...”.

### **Reading Workshop Unit 7: Readers Grow Ideas with a Focus on Comprehension and Talk to Their Partners About These Ideas**

In this unit, readers strengthen their self-monitoring of text comprehension (sensemaking) and continue to develop a repertoire of text comprehension strategies.

In unit 7, readers will understand that:

1. Text comprehension is the fundamental work of reading and the responsibility of the reader.
2. They can comprehend text through text-to-self and text-to-world connections.

In unit 7, readers will be able to:

1. Identify the main character and the external (“outside”) qualities of that character;
2. Identify the main character’s internal (“inside”) qualities;
3. Recognize how characters react to a problem/situation in the story;

4. Connect themselves and their lives to a main character (text-to-self connections); e.g., “How am I (un)like my character?”;
5. Retell a story to themselves and a partner (e.g., beginning, middle, end; “five fingers”);
6. Apply character names and appropriate details in retelling a story;
7. Connect themselves and their own lives to their books (text-to-self connections);
8. Connect characters and stories in one book to other books they have read (text-to-text connections);
9. Monitor sensemaking to reread when they don’t understand;
10. Monitor sensemaking by accumulating the story in intervals of a few pages and asking, “What is this story really about?”
11. Monitor sensemaking of the whole story by asking at the end, “What did I think about this book?”

### **Reading Workshop Unit 8: Readers Reflect on Their Year and Make Plans for Summer Reading**

Readers reflect on their reading year. They take inventory of their reading skills, including decoding and sensemaking (comprehension) skills. Students plan how they can read independently during the summer.

In unit 8, readers will understand that:

1. They have accumulated a repertoire of text and print strategies to read with meaning.
2. Reading skills developed in the kindergarten year will help them read independently during the summer.

In unit 8, readers will be able to:

1. Recognize the various types of reading explored in kindergarten; i.e., “old favorites”, shared reading texts, nonfiction, “just right” books, series books, felt board stories;
2. Recognize their accomplishments and difficulties as readers:
  - What do I feel good about as a reader?
  - What was hard about reading this year?
  - What do I still want to learn as a reader?
  - What can I go out and do in the world as a reader?
3. Recognize a variety of strategies for meaningful reading; i.e., readers’ theater, buddy reading with “just right” books, enact stories with felt board, meaningful book talk about nonfiction texts, character-in-a-series study;
4. Enact the strategies identified in #3 in a theme-based book club;
5. Plan how they can read independently during the summer:
  - How can reading fit into my schedule?
  - Who can I read with?
  - What kinds of books will I read over the summer?
  - Where can I get these books?

### **Writing Workshop Unit 1: Launching the Writing Workshop**

This unit “launches” the writing workshop with routines and stories in students’ lives. Students develop the art of storytelling, develop writing “tools”, and begin to widen writing possibilities.

In unit 1, writers will understand that:

1. The routines of the writing workshop help students become better writers and provide time for writing.
2. Their lives provide many ideas for talking and writing.

In unit 1, writers will be able to:

1. Focus attention while listening to a mini-lesson on the rug;
2. Write independently according to the “Off you go” prompt;
3. Manage their completed work and work in progress with a writing folder;
4. Identify ideas for writing by thinking about things in their own lives;
5. Choose and use writing paper appropriately (space for sketch and writing);
6. Label each piece of writing with name and date;
7. Sketch an idea for writing (i.e., character, setting) as graphic organizer;
8. Write word-initial sounds of objects and people in their sketches;
9. Write whole words to label objects and people in their sketches, as readiness allows;
10. Identify ideas for writing by thinking about things that are “near and dear” to them;
11. Write with stamina (“When you’re done, you’ve just begun.”) by “waking up” a piece or finishing a piece that is already “awake”;
12. Apply sketches, labels and words to reread their writing;
13. Write with a partner by rereading their writing;
14. Revise their writing by adding to their sketches, and by adding labels and words.

### **Writing Workshop Unit 2: Writers Write “Small Moments” by Stretching Out Their Stories and Writing Across Pages**

In this unit, writers understand that they can create stories out of the details of their own experiences. Writers think of something that happened to them, picture (envision) it in their minds, sketch it on paper, and write words by spelling “the best they can”. Writers widen their repertoire of print strategies and use a basic story grammar.

In unit 2, writers will understand that:

1. A “small moment” is an important happening with a beginning, middle and end.
2. A writer’s sketches help to plan and tell the story.

In unit 2, writers will be able to:

1. Tell a story “over three fingers” (beginning, middle, end);
2. Retell their story with a quick sketch on each of three pages (beginning, middle, end);
3. Write words to tell their story by spelling “the best they can”;
4. Write words to correspond to their sketches (beginning, middle, end);
5. Write all the sounds they hear in words (widening print strategies with ABC chart and sight word card);
6. Reread their sketches and their writing to recall their story and continue their “small moment” writing;

7. Write with a partner by telling their “small moment” stories to a partner;
8. Write a connected story whose beginning, middle and end stay on one topic;
9. “Zoom in” to write about a single “small moment” across three pages (beginning, middle, end);
10. Apply detail in sketches and words to make their stories interesting (“When you think you’re done, your work has just begun.”);
11. Apply print strategies to write words “in a snap” (i.e., sight words, known words);
12. Recognize the elements of a “small moment” story (i.e., single topic);
13. Revise their writing with teacher guidance.

### **Writing Workshop Unit 3: Writers Write for Readers (“Small Moments” Continued)**

In this unit, writers view their writing from the reader’s perspective as they develop strategies to write so that readers can read their writing. Students revise “small moment” stories to increase their readability.

In unit 3, writers will understand that:

1. They write for readers.
2. They can use print strategies to make their writing readable.

In unit 3, writers will be able to:

1. Distinguish “readable” and “unreadable” writing;
2. Recognize the characteristics of “readable” writing (i.e., correspondence between letters/words and sketch, clear sketch);
3. Recognize the difference between the size of spaces between letters in a word and the size of spaces between words;
4. Write all the sounds they hear in a sentence (e.g., “I see a dog.”) applying appropriate spaces within and between words;
5. Write sight words correctly;
6. Write “on the line” with appropriate spaces within and between words;
7. Apply accumulated strategies to write a “small moment” story; i.e., “zoom in”, writing across three pages (beginning, middle, end), adding details, sketch contains character, setting, plot;
8. “Stretch” words and hear beginning, middle and end sounds to spell words “the best they can”;
9. Reread their stories to monitor sensemaking; i.e., “readable” picture illustrates who, where and what is happening; sketch and writing correspond; spaces within and between words;
10. Reread their writing with a partner to monitor readability (cf. #9);
11. Recognize effective writing in their partner’s work; i.e., readability, details;
12. Apply sentence-final punctuation (i.e., period, question mark, exclamation mark);
13. Apply accumulated writing strategies to revise “small moment” stories.

### **Writing Workshop Unit 4: Writers Write For Many Purposes**

In this unit, writers produce “real-life” writing for authentic purposes; i.e., labels, lists, notes, letters, postcards, “celebration” (e.g., birthday) cards. Writers also write “thank you” cards, “get well” cards, bedroom signs and informational signs for a specific purpose and audience.

In unit 4, writers will understand that:

1. They write for real purposes all day long and across their whole lives.
2. They can use a specific genre for a given writing purpose.

In unit 4, writers will be able to:

1. Recognize a wide variety of writing genres (e.g., “thank you” cards, postcards, recipe cards/cookbooks, personal letters, posters, signs);
2. Apply labels to organize personal and classroom materials;
3. Apply lists for authentic purposes (e.g., “to do”, shopping, wish lists);
4. Recognize the features of the “list” genre (i.e., titles, bullets/numbers, top to bottom orientation);
5. Recognize that writers write notes to tell or ask something quickly;
6. Apply the “note” genre to tell or ask something quickly;
7. Recognize that a letter can be written by anyone and to anyone for a variety of purposes;
8. Distinguish the “note” and letter genres (i.e., length, purpose);
9. Recognize the features of the letter genre (i.e., greeting, body, closing, signature);
10. Recognize the features of the postcard genre (i.e., greeting, note, closing, signature);
11. Apply the postcard genre to communicate with a student in another class;
12. Distinguish the “note”, letter and postcard genres;
13. Recognize that writers write cards or notes to celebrate various occasions (e.g., birthday);
14. Recognize various purposes for a written “thank you” card;
15. Write a “thank you” card for an authentic purpose;
16. Recognize the purpose of a “get well” card;
17. Write a “get well” card for an authentic purpose;
18. Recognize various purposes for written signs;
19. Apply the “sign” genre to mark their bedrooms;
20. Apply the “sign” genre to provide information about a specific topic for an authentic purpose.

### **Writing Workshop Unit 5: Writers Pay Attention to the World and Write About the World in a Poetic Way**

In this unit, writers explore the genre of poetry. They discover how poetry might look and sound, and begin to view the world through “poet’s eyes”.

In unit 5, writers will understand that:

1. Poetry has a distinct sound and appearance, and that these vary among poems.
2. Poets observe or view the world through “poet’s eyes”.

In unit 5, writers will be able to:

1. Define poetry as a genre;
2. Recognize the features of poetry through discovery (e.g., length, line breaks, rhyme, repetition, sound patterns, expressive language);
3. Apply line breaks to read a poem;
4. Begin to view the world around them with “poet’s eyes” (i.e., careful observation);

5. Distinguish a poet's and a scientist's observation of the world;
6. Apply the features of poetry in an original poem about a carefully observed object;
7. Recognize that poets write about topics that are important to them;
8. Identify topics that are important to them in a "map of the heart";
9. Apply the features of poetry in an original poem from the "map of the heart";
10. Apply meaningful line breaks to their poems;
11. Identify a title for their poems.

### **Writing Workshop Unit 6: Writers Use What They Know About Nonfiction Texts to Write "How To" Pieces**

In this unit, writers explore nonfiction writing through the "how to" genre. They discover the special features of this genre through exemplar (model) texts and apply these features in their own writing. Writers apply revision and editing strategies to meet the reader's needs.

In unit 6, writers will understand that:

1. They can teach someone (e.g., teacher, classmate) how to accomplish a specific skill or activity.
2. Writers can teach their readers how to accomplish a specific skill or activity.

In unit 6, writers will be able to:

1. Recognize various "how to" skills or activities that they can teach someone else (i.e., how to make a bowl of cereal, how to give a dog a bath);
2. Recognize the sequence in a "how to" skill or activity;
3. Identify adverbs that express sequence (i.e., "first", "next", "then", "last");
4. Recognize the features of "how to" nonfiction writing through discovery (i.e., writer teaching the reader, sequence of steps, explicit instructions);
5. Enact their "how to" writing to determine that they have included all steps;
6. Identify the features of the "how to" genre through analysis of exemplar (model) texts;
7. Write a "how to" text;
8. Reread and revise as needed their "how to" texts for complete and accurate sequence of steps;
9. Reread and revise as needed their "how to" texts for accurate use of adverbs of sequence;
10. Reread and edit as needed their "how to" texts for accurate use of sight words;
11. Interpret their "how to" text from the reader's (i.e., learner's) perspective to determine the need for pictures, labels and arrows to clarify the sequence of "how to" steps;
12. Revise as needed their "how to" texts to include pictures, labels and arrows;
13. Interpret their "how to" text from the reader's (i.e., learner's) perspective to determine the need for additional "tips" (e.g., "Don't forget to...");
14. Revise as needed their "how to" texts to include helpful "tips" for the reader.

### **Writing Workshop Unit 7: Writers Revisit "Small Moment" Writing to Prepare for Realistic Fiction Writing**

In this unit, writers review the fundamental plot features of "small moment" writing as preparation for the problem-solution plot of realistic fiction in unit 8.

In unit 7, writers will understand that:

1. An effective “small moment” tells the beginning, middle and end of the story with craft strategies (i.e., details, feelings, “bang” endings).
2. They can use craft strategies as tools to convey meaning.

In unit 7, writers will be able to:

1. Recognize the fundamental plot features of the “small moment”; i.e., “zooming in” on a single idea/topic with a beginning, middle and end across three pages;
2. Apply accumulated print strategies to write a “small moment” story; i.e., upper/lower case letters, “stretching out” words to hear all sounds in a word; combining letters to make words; spaces within and between words; sentence-final punctuation; sight words;
3. Apply meaningful details to make their “small moment” stories interesting and vivid;
4. Apply meaningful details to show emotion in the story;
5. Apply a meaningful ending to provide satisfying closure (“bang” ending);
6. Apply suspense (ellipsis) to pique the reader’s interest in a sequel;
7. Apply “UPPER” and “lower” case to create meaningful emphasis and emotion in a story;
8. Edit their writing for appropriate spacing within and between words;
9. Edit their writing for correct use of sight words.

### **Writing Workshop Unit 8: Writers Use All They Know About Narrative Writing to Write Stories with a Problem and Solution (Realistic Fiction)**

In this unit, writers explore the elements of fiction writing; i.e., character, setting, problem, solution. They create a fictional character at the center of a realistic problem who achieves a plausible solution. Writers apply their knowledge of narrative (“small moment”) writing to develop the craft of realistic fiction.

In unit 8, writers will understand that:

1. Realistic fiction includes events that did not happen and that could happen.
2. The character, setting and problem in realistic fiction are meaningfully connected.

In unit 8, writers will be able to:

1. Identify the features of realistic fiction through discovery of exemplar (model) texts;
2. Classify texts as realistic fiction and non-realistic fiction;
3. Construct a character’s external (“outside”) characteristics;
4. Construct a character’s internal (“inside”) characteristics;
5. Construct an appropriate story setting for their character;
6. Construct a realistic problem for their character and setting;
7. Plan the plot of their character’s problem “across their fingers” (graphic organizer);
8. Apply details about their character’s feelings to “set the stage” for the problem (“climax mountain” graphic organizer);

9. Construct a realistic solution to their character’s problem;
10. Apply the elements of realistic fiction (cf. #3-9) to their writing;
11. Reread their writing and pictures to determine correspondence and readability;
12. Elaborate the problem of their realistic fiction story;
13. Apply meaningful detail to the solution of their realistic fiction story;
14. Apply a meaningful ending to provide satisfying closure (“bang” ending);
15. Apply a meaningful title to their realistic fiction story;
16. Edit their stories for spacing, spelling and punctuation;
17. Construct an “author page” through discovery of exemplar texts;
18. Apply a meaningful dedication.

## **Writing Workshop Unit 9: Writers Reflect on Their Year and Make Plans for Summer Writing**

Writers reflect on their writing year. They take inventory of their writing skills, including craft strategies and print strategies. Students plan how they can write independently during the summer.

In unit 9, writers will understand that:

1. They have accumulated a repertoire of craft and print strategies to write with meaning.
2. Writing skills developed in the kindergarten year will help them write independently during the summer.

In unit 9, writers will be able to:

1. Recognize the various types of writing explored in kindergarten; i.e., “small moments”, poetry, “how to” writing, realistic fiction;
2. Recognize the various print strategies explored in kindergarten; i.e., spaces, readability, correspondence between words and pictures, sentence-final punctuation;
3. Recognize the various craft strategies explored in kindergarten; i.e., “zooming in” for focus; beginning, middle and end; details; “bang” endings; character, setting, problem, solution;
4. Recognize their accomplishments and difficulties as writers:
  - What do I feel good about as a writer?
  - What was hard about reading this year?
  - What do I still want to learn as a writer?
  - What can I go out and do in the world as a writer?
5. Enact the print and craft strategies (cf. #2-3) in a genre piece of their choice;
6. Plan how they can write independently during the summer:
  - How can writing fit into my schedule?
  - Who can I write with?
  - What kinds of writing can I do over the summer (cf. #1)?

## **V. INSTRUCTIONAL TECHNIQUES**

The reading and writing workshops incorporate a variety of instructional techniques to meet the continuum of learners' interests, learning profiles and readiness levels. Differentiation is the commitment and mechanism through which the developmental needs of a range of readiness levels are met. Differentiated instruction is accomplished through pre-assessment and ongoing formative assessment that inform independent work, the small group strategy lesson and the individual conference. Differentiation in content, product and/or process addresses the needs of exceptionally able students, and scaffolding of varying degree is provided to support less ready students in meeting worthy and appropriately rigorous learning outcomes.

Instructional objectives, strategies and materials emphasize relevance, authenticity, and student-centered learning. In the reading and writing workshops, several lessons at the end of each unit reinforce and extend teaching points according to students' readiness levels.

Instructional techniques in the reading workshop include the following:

- Word study
- Literacy centers
- Writing about reading
- Shared reading
- Mini-lessons (connection, teaching point, modeling, active student engagement, link to independent work)
- Independent reading
- Partnership talk (including retelling and accountable talk)
- Whole class sharing
- Read aloud with teacher modeling/thinking aloud
- Read aloud with accountable talk ("turn and talk")
- Small group strategy lesson
- Individual reading conference
- Shared reading with "big" books and companion "little" books

Instructional techniques in the writing workshop include the following:

- Using a writing folder
- Word study
- Literacy centers
- Shared writing
- Mini-lessons (connection, teaching point, modeling, active student engagement, link to independent work)
- Independent writing
- Mid-workshop interruption
- Partnership talk
- Whole class sharing
- Read aloud with teacher modeling/thinking aloud
- Read aloud with accountable talk ("turn and talk")
- Small group strategy lesson
- Individual writing conference

- Interactive writing (e.g., chart stories)
- Writing reference tools: sight word cards, color word cards, number word cards

## **VI. ASSESSMENT**

Assessment in the reading workshop includes **interim/formative assessments of the reading life, including performance assessment:**

- Periodic teacher-student reading conferences to assess development of unit skills (performance assessment of fluency, thinking during reading, decoding and comprehension problem-solving skills)
- Teachers’ observation of students’ independent reading behavior (i.e., stamina for focused reading, text and print strategies to support comprehension)
- Teachers’ observation of students’ partnership reading (i.e., retelling, accountable talk)
- November and March criterion-referenced report card assessment (“reading” and “comprehension” indicators)

Assessment in the reading workshop includes **summative assessments of the reading life, including performance assessment:**

- Teachers College running record assessment to identify students’ baseline and maturing independent reading levels (mid-year and year-end assessments)
- End-of-unit “celebrations” in which students demonstrate integrated use of the comprehension skills taught in the unit
- June criterion-referenced report card assessment (“reading” and “comprehension” indicators)

Assessment in the writing workshop includes **interim/formative assessments of the writing life, including performance assessment:**

- Students’ drafts (leading to a “published” piece) in each unit
- Periodic teacher-student writing conferences to assess development of unit skills (performance assessment of planning, writing and problem solving)
- Periodic review of the writing folder to assess developing stamina (i.e., number of pieces and “staying with” a piece [revision, editing])
- Teachers’ observation of students’ independent writing behavior (i.e., stamina for focused writing, encoding and content problem-solving skills)

- Teachers' observation of students' partnership writing (i.e., questioning, suggestions for revision and editing)
- November and March criterion-referenced report card assessment ("writing" indicators)

Assessment in the writing workshop includes **summative assessments of the writing life, including performance assessment:**

- "Published" piece in each unit (maintained in the writing folder)
- Baseline writing assessment to identify students' benchmark skills in content and organization, usage, sentence construction and mechanics (adaptation of the New Jersey Registered Holistic Scoring rubric criteria) (portfolio piece)
- End-of-unit "celebrations" in which students "publish" and share the unit's topic/genre piece
- Students' year-end review of the writing folder to self-assess growth in the writing life
- Teacher's year-end review of the writing folder to assess growth in the writing life
- June criterion-referenced report card assessment ("writing" indicators)