

**Randolph Township Schools
Randolph Elementary Schools
Kindergarten Language Arts Curriculum**

*“Words are our most inexhaustible source of magic.”
J.K. Rowling*

Elementary Education

Katherine Thorn, Elementary Supervisor

Curriculum Committee

Jaclyn Jimenez
Erica Rossmann

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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

Reading is an interaction with a text during which the reader uses a variety of resources within the text (i.e. words, pictures, graphic elements, etc.) and within themselves (schema, skills, strategies) to make meaning. The kindergarten reading curriculum has been designed to support the workshop approach to teaching and learning, while responding to the requirements in the New Jersey Student Learning Standards for kindergarten. As students explore the exciting world of books, poetry, various genres of texts and play, they will become part of a reading community which will help them to develop an interest in reading and a love of books. Through developmentally appropriate practices, students engage in Reader's Workshop, Shared Reading, Read Alouds and Choice Time to foster progress from recognizing environmental print, letter-sound recognition, one-to-one correspondence, to reading for meaning, building fluency and comprehension skills. Students grow intellectually, socially, and emotionally as they focus on partnerships and collaboration to foster rich conversations and powerful ideas.

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Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	READING- UNIT OF STUDY
4 weeks	I	Launching Reader's Workshop: Building Habits and Routines
5 weeks	II	We Are Readers: Familiarity Breeds Confidence
5 weeks	III	Readers Have Superpowers: Developing Print Strategies
4 weeks	IV	Flexing Muscles: Growing with Just Right Books
5 weeks	V	Avid Readers: Gaining Knowledge Through Informational Text
5 weeks	VI	Books Empower Us: Discovering Opinions About Stories and Topics
8 weeks	VII	Becoming Better Readers: Taking Risks

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	WRITING- UNIT OF STUDY
4 weeks	I	Launching the Writers Workshop: Living Like Writers
5 weeks	II	Show and Tell: Writers Share What They Know and Love
6 weeks	III	Writers Are Brave: Learning to Write Narratives
5 weeks	IV	Writers Share What They Know: How-To Books
5 weeks	V	Writers Share What They Know: All About Books
6 weeks	VI	Writing is Power: Writers Use Their Words to Make Change
5 weeks	VII	Writers Are Brave: Taking Risks in Writing

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**Curriculum Crosswalk
ELA- Kindergarten**

	September	October	November	December	January	February	March	April	May	June
Kindergarten Reading	Launching Readers Workshop: Building Habits and Routines 4 Weeks	We Are Readers: Familiarity Breeds Confidence 5 Weeks	Readers Have Superpowers: Developing Print Strategies 5 Weeks		Flexing Muscles: Growing with Just Right Books 4 Weeks	Avid Readers: Growing Knowledge through Informational Text 5 Weeks	Books Empower Us: Discovering our Opinions about Stories and Topics 5 Weeks	Becoming Better Readers: Taking Risks 8 Weeks		
Kindergarten Foundations	Unit 1 12 Weeks			Unit 2 4 Weeks	Unit 3 6 Weeks		Unit 4 4 Weeks	Unit 5 6 Weeks		Review of Concepts 4 Weeks
Kindergarten Writing	Launching the Writers Workshop: Living like Writers 4 Weeks	Show and Tell: Writers Share what they Know and Love 5 Weeks	Writers are Brave: Learning to Write Narratives 5 Weeks		Writers Share What They Know: How-To Books 4 Weeks	Writers Share What They Know: All About Books 4 Weeks	Writing is Power: Writers use Their Words to Make Change 6 Weeks	Writers are Brave: Taking Risks in Our Writing (Open) 8 Weeks		

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Reading Unit I: Launching Readers Workshop: Building Habits and Routines

TRANSFER: Enjoy reading various genres for a variety of purposes.		
<p>STANDARDS / GOALS:</p> <p>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).</p> <p>RL.K.2 - With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 - Ask and answer questions about unknown words in a text.</p> <p>RL.K.5- Recognize common types of texts (e.g., storybooks, poems).</p> <p>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</p> <p>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).</p> <p>RL.K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	Readers read for a variety of purposes.	<ul style="list-style-type: none"> Why do people read?
	Readers contribute to establishing a reading Community through sharing and discussion.	<ul style="list-style-type: none"> How do readers share what they are reading?
	<p><u>KNOWLEDGE</u></p> <p>Students will know:</p>	<p><u>SKILLS</u></p> <p>Students will be able to:</p>
	<p>Routines of Readers Workshop help build a successful reading community.</p>	<p>Demonstrate reading behaviors in private and partner reading areas.</p> <p>Participate in interactive read aloud/shared reading procedures.</p> <p>Take part in a mini-lesson.</p> <p>Participate in choral reading through use of big books, songs, or enlarged text written on chart paper.</p> <p>Identify and demonstrate effective listening behaviors.</p>
	<p>Shared reading develops word knowledge and fluency.</p>	

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Reading Unit I: Launching Readers Workshop: Building Habits and Routines

<p>RL.K.10- Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4 - Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>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...).</p>	<p>Read alouds create a sense of community.</p> <p>Shared reading includes vocabulary talk, questioning and higher-level comprehension skills.</p> <p>Shared reading models and explains how readers think while they are reading.</p> <p>Some words have end parts that sound the same.</p> <p>Letters make up words.</p> <p>Words are made up of syllables.</p>	<p>Build comprehension and vocabulary through read aloud and shared reading.</p> <p>Follow a shared reading routine with assistance.</p> <p>Demonstrate thinking aloud during shared reading, partner reading and private reading.</p> <p>Practice thinking and acting like readers.</p> <p>Hear and say rhyming words in poems and songs.</p> <p>Identify words that rhyme through pictures or letters.</p> <p>Connect and generate words that rhyme.</p> <p>Recognize word boundaries by attending to the beginning and ending of a word.</p> <p>Locate the first and last letters of words.</p> <p>Hear, say and clap the parts in a word to determine the words size.</p>
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<p>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.</p> <p>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).</p> <p>W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.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).</p> <p>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.</p> <p>SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>Names can be studied for letters and sounds.</p> <p>Characters come alive through dialogue.</p> <p>Readers practice reading every day in a variety of ways to learn about the world.</p> <p>Caring for books shows respect for the community of readers.</p> <p>It is important for readers to choose a wide variety of genres and authors to explore their reading identity.</p>	<p>Engage in name recognition and association of first sounds to other words.</p> <p>Identify and write words/pictures with the same first sound.</p> <p>Incorporate the exact character dialogue to make the characters come alive from familiar texts.</p> <p>Explain more of the story and use special connecting words to make their familiar texts sound better.</p> <p>Move from mini lesson spots to independent/partner reading areas independently.</p> <p>Meet and practice strategies for partner reading.</p> <p>Model reading in a reading community.</p> <p>Choose books from the classroom library and properly return them.</p> <p>Explore a variety of books based on interest.</p>
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<p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	To read a book properly, a reader must follow certain protocols.	Identify the orientation and layout of a text.
		Distinguish the front and back cover of a book.
		Read sentences from left to right.
		Match words with one to one correspondence.
		Describe and discuss pictures and point out the words.
		Identify the beginning/ending of a sentence.
	Understand the concept of a sentence.	Recognize a sentence as being made up of words, spaces and ending punctuation.
		Demonstrate directional, return and sweep.
		Monitor reading for punctuation.
	Books are created by an author and an illustrator.	Define the role of the author and illustrator in telling the story with assistance.
	Independent reading follows and routine.	Demonstrate the ability to focus on reading/picture walk.

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Reading Unit I: Launching Readers Workshop: Building Habits and Routines

	<p>Early reading strategies help readers enjoy books.</p> <p>Independent reading builds reading stamina.</p> <p>Reading with a partner helps to develop stronger reading and collaboration skills.</p>	<p>Model a seated position to establish focus and routines.</p> <p>Model reading with a quiet voice and touch pictures as you read.</p> <p>Select new books as needed to build stamina and read for a pre-determined amount of time.</p> <p>Sit side by side with a book in the middle, sharing the text.</p> <p>Turn and talk with a partner to share thoughts and ideas about the book.</p> <p>Initiate accountable talk in a whole group setting.</p> <p>Engage in partner and group reading activities to grow ideas.</p>
	<p>KEY TERMS: Reader's Workshop, community, accountable talk, shared reading, read-aloud, interactive writing, private and partner reading, see-saw read, reread, retell, emergent storybook</p>	

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Reading Unit I: Launching Readers Workshop: Building Habits and Routines

ASSESSMENT EVIDENCE: Students will show their learning by:

- Demonstrating knowledge of Concepts of Print
- Identifying letter sounds
- Engaging in private and partner reading (teacher observation, conferences, small groups)
- Identifying and generating rhyming words through pictures, words and letters

KEY LEARNING EVENTS AND INSTRUCTION:

- Use a common word chart or wall as a reference for beginning letter sounds (ie. class name chart, shapes, colors, ect.)
- Identify environment print in the world
- Notice, in the world around us, how letters and words give us information.
- Read a book (or picture walk) from cover to cover
- Follow routines of Reader's Workshop
- Apply knowledge of words in the environment to help read a book
- Categorized books can be into different genres
- Participate in shared reading to build word knowledge, fluency and reading awareness

SUGGESTED TIME ALLOTMENT	4 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Suggested Resources:</p> <p><i>We Are Readers Teacher's College Reading and Writing Project, Book 1, Bend 1</i> Lucy Calkins and Natalie Louis</p> <p><i>The Complete Year in Reading and Writing-K</i> Karen McNally and Pam Allyn (refer for mentor text)</p>

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Reading Unit I: Launching Readers Workshop: Building Habits and Routines

	<p>Nursery Rhyme Flip Chart</p> <p>Lucy Calkins Resources CD-ROM</p> <p><i>The Reading Strategies Book</i> Jennifer Serravallo</p> <p><u>Internet Links</u> Links to videos, class sites, strategies for Reader’s Workshop http://www.readersworkshop.org www.scholastic.com/teachers/classroom-solutions/2011/08/read-alouds-launch-readers-workshop TCRWP-Teachers College Reading & Writing Project http://tc.readingandwritingproject.com</p> <p><u>Suggested Mentor Text:</u> Caps for Sale by Esphyr Slobodkina The Snowy Day by Ezra Jack Keats Corduroy by Don Freeman Mike Mulligan and His Steam Shovel by Virginia Lee Burton The Three Billy Goats Gruff by Paul Galdone Brown Bear, Brown Bear by Bill Martin Jr. Mrs. Wishy Washy by Joy Cowley The Very Hungry Caterpillar by Eric Carle Goodnight Moon by Margaret Wise Brown</p> <p>Internet Links</p>
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Reading Unit I: Launching Readers Workshop: Building Habits and Routines

	Links to videos, class sites, strategies for Reader's Workshop http://www.readersworkshop.org TCRWP-Teachers College Reading & Writing Project http://tc.readingandwritingproject.com
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Reading Unit II: We Are Readers: Familiarity Breeds Confidence

TRANSFER: Utilize reading behaviors across genres of text.		
STANDARDS / GOALS: 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. RL.K.4 - Ask and answer questions about unknown words in a text. RL.K.5- Recognize common types of texts (e.g., storybooks, poems). RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Strong readers read with purpose and understanding.	<ul style="list-style-type: none"> How do readers read with purpose and understanding?
	Readers identify details in illustrations to help retell a story.	<ul style="list-style-type: none"> How do readers make meaning from illustrations?
	Readers understand that books are created in a variety of genres for many purposes.	<ul style="list-style-type: none"> How do readers sort and learn from books on specific topics?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	A reader walks through the world on the lookout for things to read.	Recognize environmental print as a form of reading. Develop an interest in reading through the use of books and environmental print. Demonstrate a picture walk.

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<p>RL.K.10- Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4 - Read emergent texts 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.</p> <p>W.K.2 -Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which</p>	<p>Books tell stories that progress and connect across the pages.</p> <p>Pages of a story can be connected by using transitional words.</p> <p>Pictures and words correlate.</p> <p>A reader rereads their favorite books again and again in various ways (i.e. word hunt, picture walk, retell).</p>	<p>Analyze illustrations to help figure out the important events on each page.</p> <p>Apply strategies for reading a story independently/orally.</p> <p>Interpret the order of events by adding transitional words (i.e. first, next, then, and then, finally).</p> <p>Demonstrate looking for beginning letters sounds on a page.</p> <p>Model identifying words that relate to the pictures in the text.</p> <p>Discover that specific letters and corresponding sounds match the pictures.</p> <p>Match their reading to the corresponding pages in their favorite story books.</p> <p>Check for meaning and understanding through rereading text.</p>
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Reading Unit II: We Are Readers: Familiarity Breeds Confidence

<p>they name what they are writing about and supply some information about the topic.</p> <p>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.</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.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).</p> <p>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.</p> <p>SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Concept books are books about one topic (i.e. alphabet, numbers, colors, shapes).</p> <p>The strategies used in familiar story books can transfer to unfamiliar story books.</p> <p>Trick words are words that cannot be sounded out.</p> <p>Pictures in a story give clues to what words are on the page.</p> <p>Participating in shared reading can demonstrate how to build meaning from our books.</p>	<p>Act out stories to build deeper meaning through rereading text.</p> <p>Discover the specific topics within various emergent story books.</p> <p>Organize concept books by topic.</p> <p>Apply strategies used in reading familiar books to unfamiliar story books.</p> <p>Identify and read trick words in emergent story books.</p> <p>Begin to match pictures and words within an emergent story book (e.g. Billy Goats Gruff, g for goat).</p> <p>Listen and respond to various texts during a shared reading experience.</p> <p>Apply strategies from shared reading to partner and private reading time.</p>
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<p>L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>KEY TERMS: emergent story books, concept book, trick words, high frequency words, rereading, picture walk, transition words (first, next, then, last, finally, after that, etc.), environmental print, partner reading, private reading, dialogue, shared reading</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Retelling a familiar story book • Participate in creating and acting out a familiar story book in Reader's Theater • Reading trick words within the context of a book • Identifying initial sounds in words <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Read various emergent story books discuss specific topics (ie. Sulzby books) 		

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Reading Unit II: We Are Readers: Familiarity Breeds Confidence

- Read a book to yourself when you have listened to the same book repeatedly and retell the story with the pictures
- Match the words that are spoken to what is happening on the pages of the books they are reading
- Read with expression to make books and characters come alive
- Turn any book into an old favorite by rereading it repeatedly
- Connect the pages of a story by adding transitional words (e.g. first, next, then, after, last, etc.)
- Learn words by heart by rereading them repeatedly within old favorite books
- Use pictures within a story to help identify words on pages
- Act out emergent story books during a ‘Readers Theater’

SUGGESTED TIME ALLOTMENT	5 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Suggested Resources:</p> <p><i>We Are Readers Teacher's College Reading and Writing Project Bend 2</i> Lucy Calkins and Natalie Luis</p> <p><i>The Complete Year in Reading and Writing K</i> Karen McNally and Pam Allyn (refer for mentor text)</p> <p><i>I Am Reading</i> Kathy Collins</p> <p><i>Foundations Teacher's Manual</i> Second Edition (continue Unit 1)</p> <p><i>The Reading Strategies Book</i></p>

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Reading Unit II: We Are Readers: Familiarity Breeds Confidence

	<p>Jennifer Serravallo</p> <p>Nursery Rhyme Flip Chart</p> <p>Lucy Calkins Resources CD-ROM</p> <p>Suggested Mentor Text: The Carrot Seed by Ruth Krauss The Billy Goats Gruff by Paul Galdone Where The Wild Things Are by Maurice Sendak Harry the Dirty Dog by Gene Zion The Mitten by Jan Brett Corduroy by Don Freeman The Snowy Day by Ezra Jack Keats Brown Bear, Brown Bear, by Bill Martin The Napping House by Audrey Wood The Little Red Hen by Paul Galdone If You Give a Mouse a Cookie by Laura Nemeroff Chicka Chicka, Boom Boom by Bill Martin Jr. And John Archambault</p> <p>Internet Links Links to videos, class sites, strategies for Reader's Workshop http://www.readersworkshop.org TCRWP-Teachers College Reading & Writing Project http://tc.readingandwritingproject.com</p>
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Reading Unit III: Readers Have Superpowers: Developing Print Strategies

TRANSFER: Integrate foundational skills and word learning strategies across content areas.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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).	Readers use strategies to prepare their minds for reading.	<ul style="list-style-type: none"> How does a reader get their mind ready to read?
RL.K.2- With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	There are multiple tools readers use help them figure out unknown words.	<ul style="list-style-type: none"> How can readers figure out unknown words?
RL.K.3- With prompting and support, identify characters, settings, and major events in a story.	Discussing books adds to enjoyment, fluency and comprehension of what is read.	<ul style="list-style-type: none"> Why should readers discuss texts with a partner?
RL.K.4 - Ask and answer questions about unknown words in a text.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
RL.K.5- Recognize common types of texts (e.g., storybooks, poems).	All texts use similar print-based strategies.	Identify common print-based elements of books. (ie. direction of print, page sequencing, placement of words and pictures).
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.	CVC words have a consonant-vowel-consonant pattern.	Manipulate phonemes with additions or substitutions in one syllable words (onsets and rhymes).
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).		

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Reading Unit III: Readers Have Superpowers: Developing Print Strategies

<p>RL.K.9 -With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10- Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the</p> <p>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).</p>	<p>Phonemic awareness helps readers figure out unknown words.</p> <p>Emergent story books can be compared and contrasted.</p> <p>Partners notice similarities and differences in familiar and unfamiliar books.</p> <p>Familiar and unfamiliar texts can be compared for the purpose of reading enjoyment.</p>	<p>Pronounce initial, medial and final phonemes in spoken CVC words. Blend and decode CVC words within a grade level appropriate text.</p> <p>Identify phonograms (word families) and rhymes as a way to read even more words. Model reading familiar emergent storybooks, independently and collaboratively.</p> <p>Describe the relationship between the illustrations and the story in which they appear.</p> <p>Compare familiar and unfamiliar books independently.</p> <p>Share with partners connections observed in a text.</p> <p>Follow a story line using the illustrations as a guide.</p>
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Reading Unit III: Readers Have Superpowers: Developing Print Strategies

<p>RL.K.9 -With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10- Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p>	<p>Using pictures to activate prior knowledge can help make predictions and retell the story.</p> <p>Listening is an essential element of reading.</p> <p>Rereading books deepens familiarity with concepts of print and story language.</p> <p>Reading books with various tones demonstrates understanding of a text.</p>	<p>Develop listening comprehension skills during teacher read aloud.</p> <p>Read, think, and talk about familiar text independently and collaboratively.</p> <p>Retell stories, including, beginning, middle, and end.</p> <p>Discuss similarities and differences between familiar texts.</p> <p>Match tone of voice to the feelings portrayed in books.</p> <p>Express thoughts, feelings, and ideas about familiar and unfamiliar texts.</p>
<p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>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).</p>	<p>KEY TERMS:</p> <p>Pointer power, picture power, sound power, snap word (trick word) power, pattern power, persistence power, partner power, book talk power, familiar story books, phonogram, decode, CVC, rhyme, see-saw read, syllable, onset and rime, word family.</p>	

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Reading Unit III: Readers Have Superpowers: Developing Print Strategies

<p>RL.K.9 -With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10- Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the writing.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Demonstrating one to one matching, decoding and fluency in reading 		

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Reading Unit III: Readers Have Superpowers: Developing Print Strategies

- Participating in small group lessons, shared reading, and conferences
- Demonstrating concepts of print
- Identifying High Frequency words within a text
- Demonstrating understanding of letter/sound relationship

KEY LEARNING EVENTS AND INSTRUCTION:

- Use knowledge about letters, sounds and trick words to read the words on the pages of developmentally appropriate texts
- Apply superpowers to read the words on the pages (finger under each word, move across the page)
- Keep track of the words and read on each page of a book using pointer power
- Match the words read to the words written on a page
- Tap each word on a page one time, even long words
- Use songs and poems to support one to one correspondence
- Practice trick words to help readers recognize words while reading
- Help and encourage peers when reading together
- Use pointer power, picture power, sound power, pattern power, persistence power to read and tackle tricky words
- Blend consonants and vowels in a CVC pattern
- Apply knowledge of phonemic awareness to decode words within a text

SUGGESTED TIME ALLOTMENT	5 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Suggested Resources:</p> <p><i>Superpowers Teachers College Reading and Writing Project Book 2</i></p> <p>Lucy Calkins, Amanda Hartman and Elizabeth Dunford Franco</p> <p><i>The Complete Year in Reading and Writing K</i></p>

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Reading Unit III: Readers Have Superpowers: Developing Print Strategies

	<p>Karen McNally and Pam Allyn (refer for mentor text)</p> <p><i>I Am Reading</i> Kathy Collins</p> <p><i>Foundations Teacher's Manual</i> Second Edition (continue Unit 1)</p> <p><i>The Reading Strategies Book</i> Jennifer Serravallo</p> <p><i>Reading with Meaning</i> Debbie Miller</p> <p>Nursery Rhyme Flip Chart</p> <p>Lucy Calkins Resources CD-ROM</p> <p>Suggested Mentor Text: Books to help encourage print strategies (i.e. Game- guess the covered word); Level A, B, C books Little Cloud by Eric Carle It looked like Split Milk by Charles G. Shaw The Cooking Pot by Joy Cowley</p>
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Reading Unit III: Readers Have Superpowers: Developing Print Strategies

	<p>Internet Links</p> <p>Links to videos, class sites, strategies for Reader's Workshop http://www.readersworkshop.org</p> <p>TCRWP-Teachers College Reading & Writing Project http://tc.readingandwritingproject.com</p>
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Reading Unit IV: Flexing Muscles: Growing with Just Right Books

NSFER: Readers are empowered to select books of interest and read for meaning across content areas.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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).	Readers select books that meet reading needs.	<ul style="list-style-type: none"> • How do readers pick a just right book? •
RL.K.2- With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	Retelling shows understanding and attention to detail.	<ul style="list-style-type: none"> • Why do readers retell a story?
RL.K.3- With prompting and support, identify characters, settings, and major events in a story.	Partners can read and retell their books, helping each other to read with expression.	<ul style="list-style-type: none"> • How does partner reading clarify unfamiliar text?
RL.K.4 - Ask and answer questions about unknown words in a text.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
RL.K.5- Recognize common types of texts (e.g., storybooks, poems).	Just right books can be chosen for individual readers.	Select a book of interest from just right book bin.
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.	Readers read more challenging books by noticing changes in patterns.	Identify patterns in texts.
RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which		Analyze pattern sentences for trick words.

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Reading Unit IV: Flexing Muscles: Growing with Just Right Books

<p>they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10- Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4 - Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and</p>	<p>Patterns play an important role in reading.</p> <p>Reading strategies can be applied to more complex texts (i.e. trick words, BME sounds, breaking down words and sound-picture relationship).</p> <p>Readers monitor texts to build meaning.</p>	<p>Recognize and identify patterns in books to begin to read with fluency and aid in predicting what will happen next.</p> <p>Demonstrate one to one correspondence by pointing under each word while reading.</p> <p>Scan the entire picture to tell what’s happening in the story and help decode unfamiliar words.</p> <p>Utilize Word Wall to identify trick words.</p> <p>Apply knowledge of phonics to identify beginning, middle and ending sounds in words.</p> <p>Dissect chunks of unknown words to solve and build meaning.</p> <p>Determine an unknown word by looking at the beginning sound and seeing if it makes sense in the context of the story</p>
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Reading Unit IV: Flexing Muscles: Growing with Just Right Books

<p>understanding. B. Read grade level text for purpose and understanding</p> <p>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.</p> <p>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.</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.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).</p> <p>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.</p> <p>SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Rereading a book aids in fluency and comprehension.</p> <p>Partner reading is a tool used to clarify unfamiliar text in the book.</p>	<p>Monitor words for meaning, structure and visual information.</p> <p>Reflect upon story and ask themselves “Does that make sense?”</p> <p>Improve understanding by monitoring.</p> <p>Reread text and utilize the scooping technique to increase fluency.</p> <p>Discuss, reread and determine story elements (i.e. character, setting, plot, problem, solution).</p> <p>Recall and explain key story elements to improve comprehension.</p> <p>Confer with a partner to practice reading and work through unfamiliar words.</p> <p>Reenact a story using dialogue with a partner.</p>
	<p>KEY TERMS: Just right books, pattern power, dialogue, interactive writing, retell (BME), comprehension, fluency, vocabulary, genre</p>	

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Reading Unit IV: Flexing Muscles: Growing with Just Right Books

<p>SL.K.4 -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1 -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Demonstrating one to one matching, decoding and fluency in reading • Participating in small group lessons, shared reading, and conferences • Identifying High Frequency words within a text 		

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Reading Unit IV: Flexing Muscles: Growing with Just Right Books

- Demonstrating understanding of letter/sound relationship
- Blending words that follow the CVC spelling pattern

KEY LEARNING EVENTS AND INSTRUCTION:

- Tackle harder books, by using super-powers to help with unknown words
- Identify pages in a book often have sentences that follow a pattern
- Match the words on the pages to the pictures by checking the first sound
- Apply strategies to aid when patterns break in sentences
- Help each in partnership with tricky words
- Monitor words for meaning, check to see if words make sense and sounds right
- Reread sentences when something doesn't make sense or sound right (correct the error)
- Think about what the book is saying, story to think about happens on every page, especially the end
- Retell the story with a beginning, middle and end
- Include transitional words in a story retell
- Letter-sound knowledge (decoding CVC words, beginning letter blends)

SUGGESTED TIME ALLOTMENT	4 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Suggested Resources:</p> <p><i>Bigger Books, Bigger Reading Muscles</i> Teachers College Reading and Writing Project Book 3</p> <p>Lucy Calkins</p> <p><i>The Complete Year in Reading and Writing– K</i></p> <p>Karen McNally and Pam Allyn (refer for mentor text)</p>

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Reading Unit IV: Flexing Muscles: Growing with Just Right Books

	<p><i>The Reading Strategies Book</i> Jennifer Serravallo</p> <p><i>I Am Reading</i> Kathy Collins</p> <p><i>Reading with Meaning</i> Debbie Miller</p> <p><i>Foundations Teacher's Manual</i> Second Edition (Complete Unit 1, begin Unit 2)</p> <p>Suggested Mentor Text: Pete the Cat and His 4 Groovy Buttons by Eric Litwin The Carrot Seed by Ruth Krauss We're Going on Bear Hunt by Michael Rosen Level C books that follow and break a reading pattern</p> <p>Internet Links TCRWP-Teachers College Reading & Writing Project http://tc.readingandwritingproject.com Links to videos, class sites, strategies for Reader's Workshop http://www.readersworkshop.org</p>
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Reading Unit V: Avid Readers: Gaining Knowledge Through Informational Text

TRANSFER: Utilize non-fiction books to learn a variety of information that can be shared.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
RI.K.1 - With prompting and support, ask and answer questions about key details in a text.	Non-fiction texts provide information on specific topics.	<ul style="list-style-type: none"> How can I collect new information reading books about a topic?
RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.	Readers acquire and connect new facts by reading informational text.	<ul style="list-style-type: none"> How do readers gather and organize information?
RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
RI.K.4 -With prompting and support, ask and answer questions about unknown words in a text.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
RI.K.5 - Identify the front cover, back cover, and title page of a book.	The difference between fiction and non-fiction.	Differentiate facts versus story.
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.	Non-fiction books have text features.	Identify the special text features of non-fiction: table of contents, glossary and index.
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).		Ask and answer questions about key details with prompting and support.

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<p>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).</p> <p>RI.K.10 - Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4 - Read emergent texts with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and</p>	<p>Information is contained in text features. (i.e. table to contents, caption, diagram, photograph, glossary, index).</p> <p>Non-Fiction books have a main idea.</p> <p>Non-fiction books provide a way to explore interests, passions and questions.</p> <p>When sharing what they have learned, Non-fiction texts require specific vocabulary.</p> <p>Sounds in a word can be changed to make a new word (i.e., not-hot)</p>	<p>Retell key details and identify the main topic of a text with prompting and support.</p> <p>Use pictures and words to gather facts. Interpret information from illustrations, diagrams, and graphs in text.</p> <p>Classify and categorize new information learned.</p> <p>Describe the connection between pieces of information in a text with prompting and support.</p> <p>Examine and discuss the reasons an author gives to support points in a text with prompting and support.</p> <p>Explain what they have learned to other people using “fancy words”.</p> <p>Manipulate the initial, medial and final sound in a CVC spelling pattern to reate a new word (ie. cat-bat, sit-set, his-him)</p>
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<p>understanding. B. Read grade level text for purpose and understanding.</p> <p>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.</p> <p>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.</p>	<p>Sounds in a word can be blended together to decode an unknown word.</p>	<p>Tap out three and four phoneme words (CVC, CCVC, CVCC) (ie. pig, chip, cash)</p> <p>Hear and say parts of words. Identify, isolate, and manipulate individual sounds in a word.</p>
<p>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).</p> <p>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).</p> <p>W.K.8 -With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>KEY TERMS: Non-fiction, main idea, text feature (table to contents, diagram, caption, photograph, index), topic, fancy words, consonant, vowel, digraph</p>	

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<p>SL.K.1.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).</p> <p>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.</p> <p>SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
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Reading Unit V: Avid Readers: Gaining Knowledge Through Informational Text

<p>L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Demonstrating one to one matching, decoding and fluency in reading • Participating in small group lessons, shared reading, and conferences • Demonstrating concepts of print • Identifying High Frequency words within a text • Demonstrating understanding of letter/sound relationship • Manipulating sounds in various spelling patterns <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Blending, segmenting and manipulating sounds in spelling patterns to help read tricky words • Use non-fiction books learn/teach about a topic • Non-fiction books have information that can be shared and taught to others • Learn even more about a topic by using text features • Find other books that related to the same topic 		

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Reading Unit V: Avid Readers: Gaining Knowledge Through Informational Text

<ul style="list-style-type: none"> • Compare and contracts information in non-fiction books • Find similarities and differences in information books • Notice that non-fiction books are organized and read differently than fiction books • Identify a main idea and facts in non-fiction books 	
SUGGESTED TIME ALLOTMENT	5 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Suggested Resources</p> <p><i>Becoming Avid Readers</i> Teachers College Reading and Writing Project Bend 2 Lucy Calkins and Christina Holley</p> <p><i>The Complete Year in Reading and Writing– K</i> Karen McNally and Pam Allyn (refer for mentor text)</p> <p><i>The Reading Strategies Book</i> Jennifer Serravallo</p> <p><i>Reading with Meaning</i> Debbie Miller</p> <p><i>Foundations Teacher’s Manual</i> Second Edition (Complete Unit 2)</p> <p>Lucy Calkins Resource CD-ROM</p> <p>Suggested Mentor Text:</p>

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Reading Unit V: Avid Readers: Gaining Knowledge Through Informational Text

	<p>How to Play Soccer</p> <p>Various All About Information Books</p> <p>Internet Links Links to videos, class sites, strategies for Reader's Workshop http://www.readersworkshop.org</p> <p>TCRWP-Teachers College Reading & Writing Project http://tc.readingandwritingproject.com</p>
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Reading Unit VI: Books Empower Us: Discovering Opinions About Stories and Topics

TRANSFER: Readers form opinions based on interest and understanding of text.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
RI.K.1 - With prompting and support, ask and answer questions about key details in a text.	Readers use prior knowledge to build connections and form opinions from a text.	<ul style="list-style-type: none"> • How do readers form an opinion?
RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.	Opinions are supported with information from texts.	<ul style="list-style-type: none"> • How does reading influence an opinion? • How does reading support building opinions?
RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
RI.K.4 -With prompting and support, ask and answer questions about unknown words in a text.	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
RI.K.5 - Identify the front cover, back cover, and title page of a book.	Opinions can be formed about familiar and unfamiliar texts using prior knowledge.	Identify developmentally appropriate words to describe feelings.
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.		Discuss feelings and thoughts about a text.
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).		React to books and share their reactions with a partner.
RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the	Opinion statements can be composed and written.	Write and elaborate on an opinion using sentence starters (i.e. I disagree, because, on the other hand, I agree with you, why do you think you).

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Reading Unit VI: Books Empower Us: Discovering Opinions About Stories and Topics

<p>same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.K.10 - Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4 - Read emergent texts 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.</p>	<p>Opinions can be supported with reasons.</p> <p>Information from varying texts can be compared.</p> <p>Spelling patterns indicate when a vowel is long or short.</p> <p>Two consonant letters that represent one sound are called digraphs.</p>	<p>Name a topic and state an opinion.</p> <p>Create post it notes expressing a feeling or opinion about a part of a text (i.e. favorite part, funny part etc.)</p> <p>Refer to post it notes within a text and explain their feelings and opinions.</p> <p>Defend an opinion statement with a reason from a text or life experience.</p> <p>Co-create a shared comparison model (i.e. Venn Diagram).</p> <p>Formulate opinions and engage in accountable book talk.</p> <p>Identify and sort long and short vowel sounds.</p> <p>Recognize words with CVCe pattern as being long vowel words. (ie. rip-ripe)</p> <p>Read words with digraphs (ch, sh, th, wh).</p>
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<p>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...).</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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).</p> <p>W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>KEY TERMS: opinion, feeling, express, believe, like, compare, contrast, vowel, digraph.</p>	
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<p>SL.K.1.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).</p> <p>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.</p> <p>SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
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<p>L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Demonstrating one to one matching, decoding, fluency and comprehension in reading • Participating in small group lessons, shared reading, and conferences • Identifying high frequency words within a text • Demonstrating understanding of letter/sound <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Form an opinion about a book based on their prior knowledge and feelings • React to a text • Share opinions and emotions about books with reading partners. • Use a post it to record thinking about the events in a book (ie. heart=love) • There are many emotions that can be expressed (not just happy and sad) • Set goals to help them reflect and continue growing 		

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<ul style="list-style-type: none"> • Collaborate with reading partners during reading play dates • Vowels can be long and short 	
SUGGESTED TIME ALLOTMENT	5 weeks
SUPPLEMENTAL UNIT RESOURCES	<p><i>Becoming Avid Readers Teachers College Reading and Writing Project Bend 1</i> Lucy Calkins and Christine Holley</p> <p><i>The Complete Year in Reading and Writing– K</i> Karen McNally and Pam Allyn (refer for mentor text)</p> <p><i>The Reading Strategies Book</i> Jennifer Serravallo</p> <p><i>Foundations Teachers Manual</i> Second Edition</p> <p>Suggested Mentor Texts Not Norman by Kelly Bennet I Wanna Iguanna by Karen Kaufman Orloff The Lorax by Dr Seuss Don't Let the Pigeon Drive the Bus by Mo Willems Duck! Rabbit! By Amy Krauss Rosenthal and Tom Lichtenheld Click, Clack, Moo, Cows that Type by Doreen Cronin</p>

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	<p>Internet Links</p> <p>TCRWP-Teachers College Reading & Writing Project http://tc.readingandwritingproject.com</p> <p>Links to videos, class sites, strategies for Reader's Workshop http://www.readersworkshop.org</p>
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Reading Unit VII: Becoming Better Readers: Taking Risks

TRANSFER: Readers read for meaning across a variety of topics and genres.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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).	Readers use all they know about reading to become stronger readers.	<ul style="list-style-type: none"> What strategies can be used to become a better reader?
RL.K.2- With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	Readers become more independent by setting goals and taking risks.	<ul style="list-style-type: none"> What risks can be taken when reading to become more independent?
RL.K.3- With prompting and support, identify characters, settings, and major events in a story.	Knowledge of genres can help in understanding a topic.	<ul style="list-style-type: none"> Where do readers find more information about a topic?
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).	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
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.	Readers reflect on their reading and set new reading goals.	Construct reading goals based on individual strengths and needs.
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).	Reading for meaning is essential to understanding all genres of literature.	Self-assess progress towards a set goal. Plan and act out stories based on close reading.

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<p>RL.K.9-With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10- Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1 - With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 -With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 - Identify the front cover, back cover, and title page of a book.</p> <p>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.</p> <p>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).</p>	<p>Following poetry's rhythm supports practice is to fluency and expression.</p>	<p>Design and construct story plays using characters, setting and plot.</p> <p>Discuss the importance of plot and setting in a story.</p> <p>Determine characters in the story (i.e. main character, secondary characters).</p> <p>Compare and contrast characters and make connections to self.</p> <p>Identify the problem and solution in a text.</p> <p>Identify that punctuation marks create expression in reading.</p> <p>Model reading with expression and intonation.</p> <p>Discover rhyme and rhythm in a poem.</p> <p>Demonstrate feelings and expression while reading a poem.</p>
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<p>RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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).</p> <p>RI.K.10 - Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<p>Reading with stamina builds reading ability.</p> <p>Reading across genres contributes to a deeper understanding of a topic.</p>	<p>Improve amount of independent reading time.</p> <p>Develop a time goal and use tools to monitor progress (i.e. clock, sand timer, etc.).</p> <p>Demonstrate and express a purpose for re-reading books.</p> <p>Compare and contrast fiction and non-fiction texts on a similar topic.</p> <p>Create models to compile similarities and differences among texts.</p> <p>Recall and elaborate on prior knowledge to build deeper understanding of a topic using non-fiction books.</p>
	<p>KEY TERMS: reading goals, plot, setting, character, problem, solution, compare, contrast, connection, rhyme, rhythm, stamina, genre, venn diagram, similar, different</p>	

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<p>RF.K.4 - Read emergent texts 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.</p> <p>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...).</p> <p>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.</p> <p>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).</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.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).</p> <p>SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by</p>		
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<p>asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.4 -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Demonstrating one to one matching, decoding, fluency and comprehension in reading
- Participating in small group lessons, shared reading, and conferences
- Identifying High Frequency words within a text
- Demonstrating understanding of letter/sound relationship
- Self-assessing reading by monitoring given reading goals for growth and understanding

KEY LEARNING EVENTS AND INSTRUCTION:

- Apply reading strategies to tackle tricky words within a text
- Choosing bigger books for reading allows for bigger risks to be taken during private and partner reading time
- Choose books across a variety of genres based on interest
- Use a reading goal to focus on select skills during private and partner reading
- Build reading stamina by reading for even longer periods of time
- Build reading fluency by reading a book like you've always known it
- Re-read a book to practice making the sentences smooth
- Identify and stop at ending punctuation
- Summarize what is most important in a story
- Use the setting of a story to find clues for comprehension
- Think about what is happening in the story to build comprehension
- Utilize characters in the story to help build understanding of feelings
- Read poems to build rhythm and fluency
- Notice the words and vocabulary in a poem to build meaning
- Monitor reading progress using learning and goals

SUGGESTED TIME ALLOTMENT

8 weeks

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SUPPLEMENTAL UNIT RESOURCES	<p><i>Becoming Avid Readers Teachers College Reading and Writing Project Bend 3</i> Lucy Calkins, Majorie Martinelli and Christine Holley</p> <p><i>The Reading Strategies Book</i> Jen Serravallo (Resource for support small group instruction and individualize reading goals)</p> <p><i>The Complete Year in Reading and Writing– K</i> Karen McNally and Pam Allyn (refer for mentor text)</p> <p><i>Foundations Teachers Manual</i> Second Edition</p> <p>Suggested Mentor Texts Not Norman by Kelly Bennett Knuffle Bunny by Mo Willems Any other classroom favorites</p>
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Introduction

The kindergarten writing curriculum has been designed to support the workshop approach to teaching and learning, while authentically fostering the expectations in the New Jersey Student Learning Standards for kindergarten. The standards state that young children deserve the opportunity and experience of writing at least four types of text: personal narratives, how-to books, all about books, and opinion writing. Students participate in a variety of writing activities throughout the day; Writers Workshop, Shared Writing, Interactive Writing, and Choice Time which grow their writing knowledge and enrich their lives as writers. Through use of developmentally appropriate practices students learn to take risks as writers, first by sketching and drawing, then labeling illustrations with letters or words and finally expressing their thoughts and feelings in the form of words to make sentences. Students use all they know about letters, sounds and words to transform their thoughts into stories. In this regard, kindergarten serves as an important starting point from which they develop a lifelong love of writing.

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Writing Unit I: Launching the Writers Workshop: Living Like Writers

TRANSFER: Express ideas through written expression.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	Writing and illustrating is a form of communication.	<ul style="list-style-type: none"> • How do writers share ideas through writing? • What relationship do reading and writing have?
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).	Writers write for a variety of purposes.	<ul style="list-style-type: none"> • Why is the writing process important? • Why do writers write?
SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
SL.K.1.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).	Writers follow a routine in writing workshop.	Find and use writing supplies independently.
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.	Mini-lessons are sort lessons where readers learn about strategies to grow as a writer.	Utilize writing folders as part of the writing process and procedures. Develop expectations of a mini lessons participant.

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<p>SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p>Writers are a part of a writing community.</p> <p>A name is composed of letters which makes a word.</p> <p>Words can begin with the same letter sound.</p> <p>Words can be put together to make a message.</p> <p>Writers picture what they want to write about first and then put all of the details onto the page.</p> <p>Writers write about topics they know a lot about.</p>	<p>Generate ideas through class discussion.</p> <p>Move from mini lesson spots to writing areas independently.</p> <p>Write their name successfully.</p> <p>Connect the first letter in a name to the same first sound in another word (ie. Mary, make, mud).</p> <p>Compose a meaningful message with multiple words.</p> <p>Brainstorm topics to tell their stories.</p> <p>Visualize their story and practice telling it to a partner.</p> <p>Tell what they know about a topic through pictures and/or words.</p>
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<p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<p>Writers can tell a story through both pictures and words.</p> <p>Writers look back at their writing/drawing and see if they can add more detail.</p> <p>Stories are told over multiple pages.</p> <p>Editing writing helps make it the best it can be.</p>	<p>Describe a personal event through illustration and labeling.</p> <p>Review and extend their writing pieces by adding additional details through illustrations or labeling.</p> <p>Plan stories by touching each page and talking about what is happening in the story in logical sequence.</p> <p>Extend writing by answering who, what, and where.</p> <p>Make use of speech bubbles to add dialogue to stories.</p> <p>Self-evaluate writing by rereading and rewriting, if necessary.</p> <p>Add details through words and/or pictures.</p> <p>Participate in group decisions about revising a text.</p>
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Writing Unit I: Launching the Writers Workshop: Living Like Writers

	Writers celebrate accomplishments by sharing work.	Utilize a checklist to make writing stronger and clearer to readers. Share a text with peers to celebrate each piece by reading it aloud to others.
	KEY TERMS: Writer's workshop, topic, brainstorm, touch and tell, editing, mini-lesson, checklist, details, illustration, label	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Writing during writers workshop each day, teacher will monitor with formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time) • Writing about a given topic in an on demand writing sample (TCRWP Narrative Writing Rubric) • Publishing writing pieces and monitor own progress (Writing Checklist) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Establish and follow routines of Writer's Workshop • Generate ideas on paper by using pictures and words to help share thoughts • Plan story patterns by participating in shared writing and utilizing mentor texts as a tool • Say words slowly, write down the sounds to words that they hear 		

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<ul style="list-style-type: none"> • Reread writing to generate more content to add more to it and revise • Collaborate with others as a means for making writing stronger and clearer 	
SUGGESTED TIME ALLOTMENT	4 weeks
SUPPLEMENTAL UNIT RESOURCES	<p><u>Suggested Resources:</u></p> <p><i>Launching the Writing Workshop</i> Teachers College Reading and Writing Project Lucy Calkins</p> <p><i>The Complete Year in Reading and Writing-K</i> Karen McNally and Pam Allyn</p> <p><i>The Writing Strategies Book</i> Jen Serravallo</p> <p>Lucy Calkins Resources CD-ROM</p> <p>Suggested Mentor Text: Freight Train by Donald Crews Creak! Said the Bed by Phyllis Root Naked Mole Rat Gets Dressed by Mo Willems The Dot by Peter Reynolds Ish by Peter Reynolds A Squiggly Story by Andrew Larsen</p>

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Writing Unit II: Show and Tell: Writers Share What They Know and Love

TRANSFER: Demonstrate confidence through writing about passions and interests.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	Writers draw, label and write about things they love.	<ul style="list-style-type: none"> How do writers share and express their love about a topic?
W.K.3- 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.	Writers gain confidence by increasing writing volume and taking risks in spelling.	<ul style="list-style-type: none"> How can knowledge of phonics patterns empower writing?
L.K.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writers apply letter/sound and trick word knowledge to create sentences.	<ul style="list-style-type: none"> How do writers apply word knowledge to sentence creation in order to communicate an idea?
L.K.1A- Print many upper-and lowercase letters		
L.K.1.B- Use frequently occurring nouns and verbs.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
L.K.1.E- Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)	Writers gain inspiration for writing by selecting well-loved topics to write about.	Share interests in a “show-and-tell” manner with a partner to launch writing.
L.K.1F-Produce and expand complete sentences in shared language activities.	Drawing and writing can be planned to develop clear thoughts.	Plan stories by touching each page and talking about what is happening in the story.
L.K.2- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.		

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Writing Unit II: Show and Tell: Writers Share What They Know and Love

<p>L.K.2A- Capitalize the first word in a sentence. L.K.2B- Recognize and name end punctuation.</p> <p>L.K.2C- write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>L.K.2D- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>RF.K.1-Demonstrate understanding of the organization and basic features of print.</p> <p>SL.K.1- Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.1.A- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>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.</p> <p>SL.K.3.- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Writers and illustrators make decisions in the layout of print and drawings to convey the meaning of a text.</p> <p>Writers draw or write everything they want to share with their audience (with pictures and words).</p> <p>Letters are grouped into words.</p> <p>Words can be stretched out by saying a word slowly and writing heard sounds.</p> <p>Words can be grouped to form a sentence.</p>	<p>Map out placement of drawing and writing in a variety of ways.</p> <p>Construct writing pieces inclusive of important information and details on an overarching topic.</p> <p>Attend to word boundaries and insert spaces between words.</p> <p>Label illustrations with letters or words.</p> <p>Identify initial and final consonant sounds to write words.</p> <p>Persist with stretching out difficult words.</p> <p>Identify a sentence versus a word or a letter.</p> <p>Combine words to build sentences with spaces between words.</p>
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Writing Unit II: Show and Tell: Writers Share What They Know and Love

<p>SL.K.4- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5-Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Writers write sentences from left to right to tell what pictures and labels cannot.</p> <p>Writers develop the habit of revision by returning to a page to add more.</p> <p>Similar information can be grouped together in a story to organize text.</p> <p>Books end with a big idea to leave the reader satisfied.</p> <p>Partners can help each other celebrate success and add more.</p>	<p>Produce patterned sentences that contain trick words (i.e. I see a cat, I see a dog, I see a bird).</p> <p>Compose sentences from left to right that tell important details about pictures and labels.</p> <p>Elaborate on illustrations by picturing them and adding more details, part by part.</p> <p>Add longer labels to give more details to illustrations.</p> <p>Categorize and put together related details on a topic in a relative order.</p> <p>Create an ending by following patterns of mentor texts.</p> <p>Share writing with a partner to gain feedback.</p> <p>Provide a partner with feedback.</p>
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Writing Unit II: Show and Tell: Writers Share What They Know and Love

	<p>KEY TERMS: patterns, talk time, brave spellers, snap words, show and tell, illustrator, writing partners, interactive writing, revision</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Writing during writers workshop each day, teacher will monitor with formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time) • Writing about a given topic in an on-demand writing sample (TCRWP Narrative Writing Rubric) • Publishing writing pieces and monitor own progress (Writing Checklist) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Plan, draw, and write with detail (plan a drawing, sketch it quickly, add details, then add several labels) • Return to writing to put more on the page • Spell words using resources around the room (name wall, alphabet chart, snap word chart) • Work with a writing partner to provide peer feedback (put one ‘book’ in the middle, read and talk, ask questions, add more) • Identify and say a sentence that tells what the page is about • Choose a topic and write a whole book across pages about that topic • Plan out where illustrations and writing will go on the paper • Expand on ideas to write longer labels and sentences to say what pictures can't • Write about places and things that are important to the writer • Talk and write about books using a pattern of words • Insert spaces between words to make sentences easy to read 		

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Writing Unit II: Show and Tell: Writers Share What They Know and Love

<ul style="list-style-type: none"> Think about how books will end and include an ending page 	
SUGGESTED TIME ALLOTMENT	5 weeks
SUPPLEMENTAL UNIT RESOURCES	<p><i>Show and Tell From Labels to Pattern Books If/Then Unit</i> Teachers College Reading and Writing Project Lucy Calkins, Marie Munteer and Lizzie Hetzer</p> <p><i>The Complete Year in Reading and Writing-K</i> Karen McNally and Pam Allyn</p> <p><i>The Writing Strategies Book</i> Jen Serravallo</p> <p>Suggested Mentor Texts: My Fridge: My First Book of Foods (Duopress Labs) Ultimate Book of Vehicles: From Around the World by Anne-Sophie Baumann My First Farm: Let's Get Working! By Dawn Sirett</p>

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Writing Unit III: Writers Are Brave: Learning to Write Narratives

TRANSFER: Utilize knowledge of literature mentor texts to write about topics and events.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	Writers use personal experiences to write stories.	<ul style="list-style-type: none"> • What personal experiences help us write? • How can writing be planned?
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).	Writers use tools and strategies to write clearly.	<ul style="list-style-type: none"> • What strategies can be used to write powerful stories?
SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Writers use strategies to sound out unfamiliar words.	<ul style="list-style-type: none"> • What strategies can be used to spell new words?
SL.K.1.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).	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
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.	Writers are capable of producing powerful and readable true stories.	Utilize old anchor charts on narrative writing and use them in their new writing.
SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Details give information about a topic and enhance the story.	Improve narratives by adding details to drawings and maximizing sentence structure to draw interest from the reader.
	A mentor text is a resource used to help organize and improve writing.	Compose stronger leads and endings by imitating mentor texts.

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Writing Unit III: Writers Are Brave: Learning to Write Narratives

<p>SL.K.4 -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p>The word wall can be referenced when writing as a resource to spell high frequency words.</p> <p>Short vowel sounds make up the middle of words when following the spelling pattern consonant-vowel-consonant.</p> <p>Words are made up of more than one sound.</p> <p>Writers include storytelling words in their writing.</p> <p>Working with a partner can aid in the writing process and add a new perspective to our stories.</p>	<p>Utilize a narrative writing checklist to monitor progress and enhance writing.</p> <p>Find and apply words from the word wall in writing.</p> <p>Develop conventional spelling habits by allotting a space for vowels.</p> <p>Apply knowledge of how vowels work to help write the middle of words.</p> <p>Write words using word chunks and word family knowledge (i.e. fit, sit, split).</p> <p>Utilize strategies of sounds knowledge to attempt spelling of unknown words.</p> <p>Use more specific transition words to strengthen writing.</p> <p>Modify stories with help from a partner.</p>
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Writing Unit III: Writers Are Brave: Learning to Write Narratives

<p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<p>Published writing is to be shared and celebrated.</p>	<p>Take part in questioning the writer's work to help clarify and improve writing.</p> <p>Enhance writing piece for publication by adding color, fixing messy words, and adding bits to their pictures.</p>
	<p>KEY TERMS: narrative, checklist, vowels, storytelling, true stories, beginning, middle, end, revision, edit, word wall, word family, publish</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Writing a narrative story across pages (TCRWP Narrative Rubric) • Writing a story and indicating who was there, what they did, and how the characters felt (Narrative Writing Checklist) • Utilizing word resources to spell unknown words (word wall, language words, name chart) 		

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KEY LEARNING EVENTS AND INSTRUCTION:

- Plan across pages and say and sketch how the story will go (who, what, where)
- Reread to put writing in story order (beginning, middle, end)
- Ask “Does this make sense?” “Does it look right?” “Does it sound right?” and fix any writing that does not make sense, look right, or sound right.
- Stretching out words to hear vowel sounds and writing a vowel in every word
- Add feelings, action, and dialogue in stories
- Apply skills from mentor texts to improve writing
- Collaborate with partners by asking “where” “how” and “why” questions to help writers discover what can be added or fixed

SUGGESTED TIME ALLOTMENT

6 weeks

SUPPLEMENTAL UNIT RESOURCES

Suggested Resources:

Narrative: Writing for Readers Unit 1 Teachers College Reading and Writing Project
Lucy Calkins

The Complete Year in Reading and Writing-K
Karen McNally and Pam Allyn

The Writing Strategies Book
Jen Serravallo

Lucy Calkins Resources CD-ROM

Suggested Mentor Text:

Don’t Let the Pigeon Drive the Bus by Mo Willems

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Writing Unit III: Writers Are Brave: Learning to Write Narratives

	A Chair For My Mother by Vera B. Williams Owl Moon by Jane Yolen Koala Lou by Mem Fox
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Writing Unit IV: Writers Share What They Know: How-To Books

TRANSFER: Use words and illustrations to teach others.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>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.</p> <p>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).</p> <p>W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.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).</p> <p>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.</p>	Writers often teach an audience about a familiar topic.	<ul style="list-style-type: none"> • How do writers write to teach others?
	How to books guide the reader through a step by step process.	<ul style="list-style-type: none"> • Why do we share information with others?
	Writers use their spelling patterns to spell new words.	<ul style="list-style-type: none"> • How can we use spelling patterns to spell new words?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
	Writers gather information through mentor texts and prior knowledge.	Study the kinds of writing they plan to write.
	How to books follow a step-by-step process on a specific topic.	<p>Arrange their topic using the touch and tell strategy.</p> <p>Use the word “you” in writing their how-to-books.</p>

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Writing Unit IV: Writers Share What They Know: How-To Books

<p>SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>	<p>Trick word knowledge can be used to help spell words conventionally.</p> <p>Words can be segmented into parts or phonemes to hear individual sounds.</p> <p>Some words follow the spelling pattern consonant, vowel, consonant.</p> <p>Spelling patterns exist in similar ending sound words.</p> <p>A well-known topic is needed in order to write a how to text.</p>	<p>Reference the word wall to fluently write known trick words.</p> <p>Accurately spell trick words with one, two or three letters.</p> <p>Segment and write the sounds in a three-sound word.</p> <p>Recognize and write the consonant-vowel-consonant (CVC) pattern.</p> <p>Identify and write words with ending phonemes (vowel-consonant patterns, ie. Word families).</p> <p>Make new words by changing the first letter between the pattern (i.e., Cat-sat-hat).</p> <p>Provide many facts about a well-known topic.</p>
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Writing Unit IV: Writers Share What They Know: How-To Books

<p>L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RI.K.10 - Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>Mentor texts improve our writing.</p> <p>Writers write how-to-books about things they learn throughout the day and from books, keeping audience in mind.</p> <p>Writers provide feedback to other writers.</p> <p>Editing is an essential skill in the writing process.</p>	<p>Study mentor how to books as models for writing.</p> <p>Write how to books to teach about the world.</p> <p>Label diagrams to teach more about a topic.</p> <p>Revise our how to books with partners to make them easier to follow.</p> <p>Modify and review how-to-books.</p>
<p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>	<p>KEY TERMS: mentor texts, spelling patterns, step-by-step, how-to, first, next, then, last, sequence, directions</p>	

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Writing Unit IV: Writers Share What They Know: How-To Books

ASSESSMENT EVIDENCE: Students will show their learning by:

- Writing and drawing important information and details about a topic in an on-demand writing for information (TCRWP Informational writing rubric)
- Utilizing word resources to spell unknown words (word wall, language words, name chart)

KEY LEARNING EVENTS AND INSTRUCTION:

- Choose a topic and say each step while touching one page at a time
- Help clarify step by step directions of how-to books by working in partnership to ask questions
- Revise writing in response to partners suggestions
- Add and label a diagram to include more details
- Help guide the reader by using sequential language (First, you.. Next, you.. Then, you..)
- Act out steps in how-to books and self-assess if it's easy to follow
- Write clear how-to steps that a reader can follow
- Teach others about things recently learned
- Add more and more pages about a favorite topic

SUGGESTED TIME ALLOTMENT

4 weeks

SUPPLEMENTAL UNIT RESOURCES

Suggested Resources:

How-To Books: Writing to Teach Others Unit 2 Teachers College Reading and Writing Project
Lucy Calkins

The Complete Year in Reading and Writing
Karen McNally and Pam Allyn

The Writing Strategies Book
Jen Serravallo

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Writing Unit IV: Writers Share What They Know: How-To Books

	<p>Lucy Calkins Resources CD-ROM</p> <p>Suggested Mentor Text:</p> <p>My First Soccer Game by Alyssa Capucilli</p> <p>Peanut Butter and Jelly: A Play Rhyme by Nadine Bernard Westcott</p> <p>My First Ballet Class by Alyssa Capucilli</p> <p>How to Babysit a Grandpa by Jean Reagan</p> <p>How to Babysit a Grandma by Jean Reagan</p> <p>How to Surprise a Dad by Jean Reagan</p> <p>How to Hold a Pencil by Megan Hirsch</p>
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Writing Unit V: Writers Share What They Know: All About Books

TRANSFER: Synthesize information across text to teach others through written information.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>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.</p> <p>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).</p> <p>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).</p> <p>W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.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).</p>	Writers can write to inform others.	<ul style="list-style-type: none"> • How do writers teach others about things?
	Details of a story relate to the major topic.	<ul style="list-style-type: none"> • How do I include details to support my topic?
	Writers use information from books to learn and write about new topics.	<ul style="list-style-type: none"> • What is the relationship between writing and reading?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	<p>All about books teach information about a specific topic.</p> <p>A well-known topic is needed in order to write an all about text.</p>	<p>Study all about books to model writing.</p> <p>Brainstorm familiar places, people, things, and topics.</p> <p>Select a topic to provide audience with information.</p>

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Writing Unit V: Writers Share What They Know: All About Books

<p>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.</p> <p>SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Non-fiction mentor texts improve our writing.</p> <p>Writers write all about books about things they are experts on.</p> <p>All about books contain realistic illustrations.</p> <p>Writing features enhance information in a story.</p> <p>Bigger words can contain smaller words of chunks.</p>	<p>Use the touch and tell strategy to present details and information in a logical sequence.</p> <p>Use the many ways non-fiction texts show facts (i.e. headings, illustrations, labels, diagrams, photos).</p> <p>Write all about books to teach about a specific topic.</p> <p>Illustrate realistic and detailed pictures.</p> <p>Label their pictures to teach even more about their topic.</p> <p>Construct text details (i.e. table of contents, captions, diagrams).</p> <p>Spell longer words by looking and listening for chunks and smaller words (i.e. animal-“an” “mal”)</p>
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Writing Unit V: Writers Share What They Know: All About Books

<p>L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p>	<p>High frequency words can be applied to writing.</p> <p>Domain specific words can be found in mentor texts.</p> <p>Writers provide feedback to other writers to ensure ideas are communicated clearly for the reader to understand.</p> <p>Editing is an essential skill in the writing process.</p>	<p>Recognize and spell high frequency words with three or more letters (i.e. you, was, for, are, etc.)</p> <p>Identify frequently used concept words and spell them correctly in writing (i.e. dog=leash, bone, bowl).</p> <p>Revise all about books utilizing peer feedback.</p> <p>Utilize editing checklist to modify and review all about books</p>
<p>RI.K.2- With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.10 -Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>KEY TERMS: text features, table of contents, label, diagram, heading, captions, glossary, facts, opinions</p>	

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Writing Unit V: Writers Share What They Know: All About Books

<p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Writing an on-demand informational writing piece (TCRWP Information writing rubric) • Utilizing word resources to spell unknown words (word wall, language words, name chart). • Monitoring writing through the revision process (rereading, information checklist, peer feedback) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Write about a topic that they know a lot about • Write across pages, adding more details with drawings and labels • Add more sentences to a page to teach more about a topic • Add text features to a book helps guide a reader to important information (table to contents, label, diagram, heading, captions, glossary) • Write facts about things they know a lot about (ie. All about coloring, all about soccer) • Respond to peer feedback to make writing easy to read 		
SUGGESTED TIME ALLOTMENT	4 weeks	
SUPPLEMENTAL UNIT RESOURCES	<u>Suggested Resources:</u>	

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Writing Unit V: Writers Share What They Know: All About Books

	<p><i>How-To Books: Writing to Teach Others</i> Unit 3 Teachers College Reading and Writing Project Lucy Calkins</p> <p><i>The Complete Year in Reading and Writing-K</i> Karen McNally and Pam Allyn</p> <p><i>The Writing Strategies Book</i> Jen Serravallo</p> <p>Lucy Calkins Resources CD-ROM</p> <p>Suggested Mentor Text: My First Soccer Game by Alyssa Capucilli Peanut Butter and Jelly: A Play Rhyme by Nadine Bernard Westcott My First Ballet Class by Alyssa Capucilli Chameleons are Cool by Martin Jenkins Dogs by Gail Gibbons</p>
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Unit VI: Writing Is Power: Writers Use Their Words to Make Change

TRANSFER: Write an argument to persuade others or support a claim.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>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...).</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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).</p>	Writers observe the world around them and write to help make a change.	<ul style="list-style-type: none"> • How can writers write to make a change?
	Opinions can be shared through various styles to convince and persuade others to join our cause.	<ul style="list-style-type: none"> • How can writing share our opinions and convince people to agree with us? • What is the purpose of sharing opinions? • Why is it important to share opinions?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Writers can choose a topic and use words to make a change.	Formulate an opinion based on a topic.
	Facts in persuasive writing teach information about a topic.	Create several opinions on the same topic.
	Writers read and study the work of other writers.	Provide reasons and consequences that support opinions.
		Incorporate strategies from mentor texts.

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<p>W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.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).</p> <p>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.</p> <p>SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Writers write letters to persuade an audience.</p> <p>Writers can write detailed instructions on how to solve a problem.</p> <p>Important information can be conveyed by giving a speech.</p> <p>Spelling patterns aid in encoding words that have a long vowel sound.</p>	<p>Include details that are angled toward their reader.</p> <p>Add strong feelings about the problem to persuasive letters.</p> <p>Identify steps in how-to solve a problem and include details.</p> <p>Select a topic to present and create a petition.</p> <p>Plan and rehearse speech by marking words and ideas on writing.</p> <p>Express a petition orally to the class.</p> <p>Recognize and use magic e.</p> <p>Apply magic e spelling to words with a long vowel sound (i.e. late, pine, rope, cube).</p>
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Unit VI: Writing Is Power: Writers Use Their Words to Make Change

<p>L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text.</p>	<p>Revising and editing improves writing.</p> <p>KEY TERMS: persuasive, speech, fact, letter, petition, feelings, opinion, revise, edit</p>	<p>Utilize writing tools to revise and edit work.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Writing an on-demand writing sample from the district opinion writing prompt (TCRWP Opinion writing rubric) • Writing multiple pieces of work that give information about an expert topic 		

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- Utilizing resources to help spell unknown words (i.e. word wall, other texts, name chart).

KEY LEARNING EVENTS AND INSTRUCTION:

- Identify a problem in the school or the world and think of many ways to solve it.
- Include a possible consequence if the problem is not solved.
- Write lots of reasons to convince people that their opinion is valid.
- Write letters to different people to address different problems and suggest different solutions.
- Share opinions verbally, with writing, with posters or a variety of media (i.e. videos, pictures, speech).

SUGGESTED TIME ALLOTMENT

6 weeks

SUPPLEMENTAL UNIT RESOURCES

Suggested Resources:

Persuasive Writing of All Kinds: Using Words to Make a Change Unit 4

Teachers College Reading and Writing Project

Lucy Calkins

The Complete Year in Reading and Writing-K

Karen McNally and Pam Allyn

The Writing Strategies Book

Jen Serravallo

Lucy Calkins Resources CD-ROM

Suggested Mentor Text:

Click, Clack, Moo: Cows That Type by Doreen Cronin

Don't Let the Pigeon Stay Up Late by Mo Willems

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	<p>I Want an Iguana by Karen Kaufman Green Eggs and Ham by Dr. Seuss</p> <p>Internet Links Literacy Resources for Randolph Township Public Schools Jennifer Drake Crayons and Cuties in Kindergarten https://crayonsandcutiesinkindergarten.blogspot.com/2014/05/launching-persuasive-writing-in.html</p>
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Writing Unit VII: Writers Are Brave: Taking Risks in our Writing

TRANSFER: Gather information relevant to a topic to develop and strengthen writing.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>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...).</p> <p>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.</p> <p>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.</p> <p>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).</p>	Writers use tools and strategies to write clearly.	<ul style="list-style-type: none"> • How writers make writing more powerful?
	Writers can express themselves through various formats.	<ul style="list-style-type: none"> • How do writers express themselves?
	Writers write across many genres.	<ul style="list-style-type: none"> • How do writers make connections across different types of writing?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	<p>Writers are capable of producing more powerful and readable true stories.</p> <p>Writers use words and feeling to make a change.</p>	<p>Utilize anchor charts to organize and enhance writing.</p> <p>Improve small moment by adding details to drawings and maximizing sentence structure to draw interest from the reader.</p>

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<p>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.</p> <p>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).</p> <p>W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.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).</p> <p>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.</p> <p>SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>Choose a topic and write to identify a problem and solution.</p> <p>All about books teach information about a specific topic.</p>	<p>Choose a topic and provide several reasons and consequences to support that opinion.</p> <p>Formulate an opinion based on a topic.</p> <p>Create several opinions on the same topic.</p> <p>Provide reasons and consequences that support opinions.</p> <p>Use a variety of media to support their opinions.</p> <p>Add details that are angled toward their reader.</p> <p>Study all-about books as models.</p> <p>Study all-about books as models.</p> <p>Write all about books to teach about a specific topic.</p>
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<p>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the mean ing of an unknown word.</p> <p>L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6 - Use words and phrases acquired.</p>	<p>Writers use expert topics to write all about books.</p> <p>Writers write about topics learned throughout the day.</p> <p>Non-fiction mentor texts improve our writing.</p> <p>Writing features enhance information in a story.</p> <p>Writers read and study the work of other writers and incorporate strategies to write even stronger stories.</p>	<p>Compile a list of expert topics.</p> <p>Write how to books to teach about the world.</p> <p>Incorporate features from mentor texts into their own writing.</p> <p>Illustrate realistic and detailed pictures.</p> <p>Label diagrams pictures to teach even more about their topic.</p> <p>Construct text details (i.e. table of contents, captions, diagrams).</p> <p>Study a variety of writing from the same genre.</p> <p>Arrange writing using the touch and tell strategy.</p>
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<p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>RI.K.1- With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2- With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.8- With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.10-Actively engage in group reading activities with purpose and understanding.</p>	<p>Sentences must include specific features (i.e. uppercase letters, spacing, punctuation).</p> <p>Working with a partner can aid in the writing process and add a new perspective to our stories.</p> <p>Revising and editing improves writing.</p>	<p>Begin sentences with capital letters, use appropriate spacing between words, and use correct punctuation.</p> <p>Modify stories with help from a partner.</p> <p>Take part in questioning the writer’s work to help clarify and improve their writing.</p> <p>Review stories “when we think we are done” and practice using various techniques to add more detail to our stories.</p>
<p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A - Demonstrate basic knowledge of one- to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C - Read high-frequency and sight words with automaticity.</p>	<p>KEY TERMS: revision, edit, perspective, fact, topic, problem, solution, realistic, punctuation, capital</p>	

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RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Writing an on-demand writing sample from the district opinion writing prompt (TCRWP Opinion writing rubric) • Writing multiple pieces of work that give information about a topic (Opinion Checklist) • Utilizing resources to help spell unknown words (i.e. word wall, other texts, name chart) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Provide detailed instructions about how to solve a problem • Convince an audience through stating an opinion by writing lots of facts and reasons to support a claim • Apply language conventions in the revision process • Share opinion verbally, with writing, with posters or a variety of media (i.e. videos, pictures, speech) • Revise in response to writing partners suggestions • Add more sentences and details to a page to teach more about a topic 		
SUGGESTED TIME ALLOTMENT	8 weeks	
SUPPLEMENTAL UNIT RESOURCES	<p><u>Suggested Resources:</u></p> <p>Units of Study in Opinion, Information, and Narrative Writing Lucy Calkins</p> <p><i>The Complete Year in Reading and Writing</i> Karen McNally and Pam Allyn</p>	

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	<p><i>The Writing Strategies Book</i> Jen Serravallo</p> <p>Lucy Calkins Resources CD-ROM</p> <p>Suggested Mentor Text: Freight Train by Donald Crews Creak! Said the Bed by Phyllis Root Naked Mole Rat Gets Dressed by Mo Willems</p>
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APPENDIX A

Kindergarten High Frequency Word List

<u>Fundations Words</u>	<u>F&P Words</u>	<u>Where to go next....</u>
the	am	play
a	an	little
and	that	said
are	at	love
to	can	what
is	come	down
his	with	went
as	go	after
has	in	around
was	this	all
we	it	before
she	like	there
he	no	their
be	on	these
me	see	very
I	so	which
you	up	stop
they		out
or		now
for		did
of		who
have		will
from		when
by		then
my		they
do		them
one		use
		made
		make
		want

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