

**Lower Township Elementary Schools
Cape May, NJ**

Grade Level: Kindergarten / Content Area: Reading, Writing, Phonics

Month	Reading Unit	Writing Unit	Phonics Unit
September/October	Unit 1- We are Readers (Spiral 1)	Unit 1- Launching the Writer’s Workshop (Spiral - bends I and II)	Unit 1- Making Friends with Letters (Spiral 1)
November		Unit 2- Show and Tell Writing: From Labels to Pattern Books (Additional Spiral)	Unit 2- Word Scientists (Spiral 2)
December	Unit 2- Super Powers (Spiral 2)	Holiday Fun & Writing Projects	Unit 3- Word-Part Power (Spiral 3)
January		Unit 3- Writing for Readers (Spiral 2)	Unit 4- Vowel-Power (Spiral 4)
February	Unit 3- Bigger Books, Bigger Reading Muscles (Spiral 3)	Unit 4- How-To-Books: Writing to Teach Others (Spiral 3)	Unit 5- Playing with Phonics (Spiral 5)
March			
April/May	Unit 4- Becoming Avid Readers (Spiral 4)	Unit 5- Persuasive Writing of All Kinds (Spiral 4)	

[Reading and Writing Mentor Texts \(Click Here\)](#)

Kindergarten Reading Unit 1

We Are Readers: Building Habits and Routines

The title of this unit is *We Are Readers*. In a very real way, you are actually trying to show students that they already *are* readers. Reading has often been thought of as something that is done in one just-right way. But in this unit, you hold tight to the idea that there are a lot of ways to be a reader. Everyone is welcome, because there are so many ways to be a reader. Your kindergarteners can do amazing things this year, because we welcome all their attempts and call each of those attempts reading. Everybody joins. Nobody opts out.

During Bend I in this unit, the goal is to convey to children that they can read up a storm reading by themselves and with others, and that they can learn about the world through reading. Many will not be reading conventionally but will instead be approximating and growing into this work. Throughout this bend, you want to encourage reading for meaning above all. Additionally, you will support students in developing the necessary habits and routines of reading workshop. In Bend II, students will continue to read learn-about-the-world books, but the bulk of workshop time will now be devoted to the reading of old favorites storybooks, which you will have scaffolded with your repeated readings.

Reading	
Big Ideas Course Objectives <ul style="list-style-type: none">• Establish habits and routines of reader's workshop• Read and reread emergent storybooks• Read and interpret nonfiction text	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understanding <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">• What does reading workshop look and sound like?• Why is it important to read and enjoy books?• How do readers share what they've read with others?	Students will understand that... <ul style="list-style-type: none">• Reading workshop is a safe and fun place to read and explore books• Books are filled with information and stories that we can read in different ways.• Books are meant to be shared in various ways, which help us enjoy and understand our books better.

Kindergarten Writing Unit 1

Launching Writing Workshop

The beginning of kindergarten is a time of new possibilities. Kindergartners enter school ready to read and write like big kids, to learn alongside classmates, and to take the world by storm. This first unit capitalizes on that excitement and channels it into writing all-about books and stories.

Simultaneously, children will also learn what it means to be part of a writing workshop. After all, minilessons and conferences are not just methods of teaching: they are also methods of learning. Your children will learn the roles they are to play in all the various parts of a writing workshop. As part of this, they will learn how to work with each other as partners--planning together, sharing drafts, giving each other help. As children do this work together, they'll work with reading as well as writing standards. They will learn to ask and answer questions about informational texts, *and* they'll begin to develop ideas about authors, illustrators, and genres. This unit is also critical in establishing clear structures that children will carry with them throughout the year.

The most important thing to remember about writing workshop in kindergarten is this--don't wait! It is tempting to think that children need to know the alphabet or that they need to be socialized into the rhythms of the school day before you start this teaching. **IT IS NOT SO!** You can start on day one. Writing workshop is made-to-order for the start of kindergarten. Take the brave step of gathering children on the first day of school and inviting them to live like writers.

Writing	
Big Ideas Course Objectives <ul style="list-style-type: none">• Students will use a combination of drawing and writing to narrate a single event or several loosely-linked events• Students will use a combination of drawing and writing to create books that teach about a high-interest topic• Students will apply habits of confidence and stamina during writing workshop• Students will engage in revision with the support of a partner Students will publish their work for an audience	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understanding <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">• What does writing workshop look, sound, and feel like?• How do authors communicate their ideas to an audience?• Why do authors write?• Why is it important to revise and edit our writing?	Students will understand that.. <ul style="list-style-type: none">• Writing Workshop is a place to gather and record our life stories• Writers communicate their ideas through a combination of pictures, labels, and words• Writers write for multiple purposes• Writers look back and read their writing to decide how they can make their writing better.

Kindergarten Reading Unit 2

Just Right Books: Using our Super Powers to Read

This unit reinforces the reading practices that should now be 'habits' within your kindergarten class: sitting quietly with books, choosing lots of books at a time, and discussing books with partners. They should also be 'warming up' before reading by looking at the front and back of the books they select and doing picture walks. As your readers move forward, they'll want to start paying closer attention to the words they are reading (often by using their finger pointer to point to words as they read), as well as looking at the pictures for help making meaning. Using cues as readers will be worked on as strategies during this unit.

In Bend I, readers will work to use their "superpowers" to grow towards conventional reading. This includes one-to-one matching, even on longer, multisyllabic words. Bend II will provide readers with more opportunities to draw on and orchestrate their repertoire of powers to be flexible and independent. Readers will be introduced to their snap word power, recognizing known words with automaticity, and some first letter work.

Reading	
<p>Big Ideas Course Objectives</p> <ul style="list-style-type: none"> ● Getting their minds ready to read just-right books ● Thinking about the story as they read ● Spotlighting print-based and comprehension-based strategies to help figure out what words say ● Reading and talking with partners about texts 	
Essential Questions	Enduring Understanding
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How does a reader get their mind ready to read? ● Why and how should a reader think about the story as they read? ● What are some strategies that readers use to help figure out unknown words? ● How can readers discuss texts with their partners? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● They have different ways to get their minds prepared before reading ● Readers think about the story or text as they read ● There are different strategies that readers use to help them figure out unknown words ● Discussing books adds to enjoyment, fluency and comprehension of what is read.

Kindergarten Writing Unit 2

Show and Tell: From Labels to Pattern Books

This unit will teach children to make texts that are a written version of show and tell time. Children will share their objects with each other by drawing and labelling. As the unit evolves they'll show and tell things that are too big to bring to school and they'll teach others about these cherished things not only through labels but also through pattern books.

Drawing and storytelling will also be important parts of your workshop, and children can learn skills and habits that are crucial to their growth as they draw and as they talk. As children write, they learn the concepts of print. They learn left-to-right, top-to-bottom tracking. They develop a concept of letter and word and of one-one correspondence. They learn to point under a word and to read that word, first by letter with cumulative blending, then part by part.

In bend I kids are invited to do something they know well- to show and tell about the things that are important to them. The big work of the bend involves drawing that object part by part, writing lots of labels onto that drawing, and then revising the picture and the labels by adding more onto them. In bend II students write lots of books about places they love. Children will continue to practice their inventive spelling as they label all that they are attempting to share. Kids will begin to write longer labels with phrases. In bend III the goal is for kids to write lots of sentences across pages, while learning and using high-frequency words. Students will write books for other kids in the class to read and it can help to write in a pattern using the words they know in a snap (high frequency words).

Writing	
Big Ideas Course Objectives <ul style="list-style-type: none">• Students will become smarter about a topic as one day's investigations build upon another day's• Students will understand the importance of labels and sentences• Students will take the time to really stretch out each word, listening not only to the first sound, but also to every sound in the word• Students will not only continue to learn to write, but also live their lives as writers	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understanding <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">• How do writers build and develop ideas to write about?	Students will understand that... <ul style="list-style-type: none">• Writers write about things in the world around them• Writers label pictures to say more about a topic or even

Kindergarten Reading Unit 3

Bigger Books, Bigger Reading Muscles

At this time of year, many of your students will be moving into C- and D-level books. This unit is designed to support the work of those levels-studying the ways in which books are becoming harder (noticing patterns across books), and using their knowledge of letters, sounds, and MSV to solve tricky words. Additionally, this unit places a particular emphasis on reading high-frequency words with automaticity, and on thinking and talking about books-critical components of reading at level C and beyond. Ultimately, the goal of this unit is to support the orchestration of ALL the strategies they have developed over the course of the school year to read more complex books with accuracy, fluency, and comprehension.

In Bend I, students will continue to use their super powers as well as acquire new powers such as pattern power. This bend also supports readers to tackle tricky words on each page, the pattern break that often comes at the end of the book, and to use to pattern to think about the whole book. In Bend II is focused on sound power and using more visual information to solve unknown words. In Bend III, readers graduate into having “Extra Super Powers.”

Reading	
<p>Big Ideas Course Objectives</p> <ul style="list-style-type: none"> ● Students can become the kind of reader who can teach themselves and others about how to read ● Increased "just right" reading independence ● Students will use strategies and work through difficulties with independence and with partners 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understanding <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● How can I use strategies to read lots of books by myself and with my partner? ● How can my partner and I help each other use everything we know about reading the pictures and words? ● How can my partner and I use our talk to help us think about our books, and to ask and answer questions about them? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● They can use all the strategies (or superpowers) they have learned so far all of the time, and all by themselves ● They can help others use their superpowers to read successfully through reading together, acting parts out, and playing reading games ● Partners can read and retell their books, helping each other to read with expression and to retell in ways that show their understanding and attention to detail

Kindergarten Writing Unit 3

Writing for Readers

The focus of this unit is on *true story* writing. Children think of a story, capture it in drawings and words that span pages. One big goal of the unit is to help children put actual words and sentences on the page. They will learn to sound out words, stretching the words out so they can isolate and hear the sounds at the start of a word, and to make marks to represent those sounds. They will learn how to mark the end of a sentence with the correct punctuation.

In bend I students will tell the true stories of their lives and do so through writing that is easy for others to read. Students are encouraged to write in more conventional ways i.e., writing in sentences. Students will learn to reread their work as they write. In bend II children will learn how to use a checklist to reflect on their writing. Two sessions focus on strengthening students' word-writing skills by spotlighting the use of vowels and sight words. In bend III the focus shifts from getting readable words on the page to telling stories more powerfully through the use of revision. Children will focus on telling the whole story and revision work.

Writing	
Big Ideas Course Objectives <ul style="list-style-type: none">• To help students work independently to use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred, and provide a reaction to what happened.• Students will use tools to make their writing more readable and powerful for their readers.• Students will work with partners to strengthen their writing. Students will use a checklist to self check their work for publication.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understanding <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">• What can writers do to write stories that readers can really read?• What tools can writers use to help their writing be more powerful?• How can writers work with partners to make their stories more fun to read?	Students will understand that... <ul style="list-style-type: none">• Writers can write actual words and sentences onto a page so that it can be read by others• Writers can use tools to make their writing more powerful• Writers can work with partners to help make their stories more fun to read• Writers can use a checklist to help prepare their writing for publication

Kindergarten Reading Unit 4

Becoming Avid Readers

In this unit, students will begin exploring the question, "What is an avid reader?" The goal is for kindergarteners to develop their interest and enthusiasm for reading so that reading becomes a lifelong love that extends *beyond* the classroom. The unit is set up so that children are given ample opportunity to apply what they have learned into new settings, using strategies flexibly, and in multiple contexts. At this point, your teaching is less about new skills and more about transfer: making sure children can apply what they have learned with automaticity. Children are encouraged to work through difficulty in this unit. Supporting children with setting (and tracking) goals for their own learning, small group work, and conferring will be critical to supporting the transfer of the superpowers learned earlier this year.

In Bend I, readers are encouraged to think, talk, and role-play to bring their books to life. Students will explore characters' feelings to develop a deeper understanding of the text while working in partnerships and clubs. Bend II maintains the ideas, routines, and clubs from bend one but shifts the focus towards nonfiction. Students will learn new *ways* to use post-its that will help them monitor their reading. In Bend III, readers will explore poetry and songs. They will read and reread poems aloud to shtye can hear the rhythm and beat the poems create and think about how they make them feel.

Reading	
Big Ideas Course Objectives <ul style="list-style-type: none">• To continue to help children to control the particular print strategies they need in order to read texts at their just right level• To teach children more strategies for word-solving, cross checking, self-correcting, and meaning making, and to model for them the resilience of careful readers.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understanding <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">• How can readers think about the story and about how books sound to help them figure out words?• What can readers do when they reach a tricky part in their reading?• How can readers reread their books many times to help them understand more about books?• How can readers help each other at tricky parts?	Students will understand that... <ul style="list-style-type: none">• Readers can think about the story and how books sound to help them figure out tricky parts• Readers react when they a tricky part in their reading• Readers reread to help their reading sound better and to help them understand books• Partners can help each other solve tricky parts in our books

Kindergarten Writing Unit 4

How-to Books

This unit is designed to teach your students how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others. To begin a unit on how-to books, tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to *teach* others. Writers can teach all about a topic, in which case the writing is informational, or they can teach people how to do something, in which case the writing is procedural. This unit focuses on the latter. In writing these books, they describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know.

You may also want to make something with children and then together write a shared/interactive writing how-to piece. You can even look for occasions across the year to create class models. For instance, you could make playdough or popcorn together and then use the experience as content for a shared How-To piece. In October, you might carve a pumpkin and create a "How To Carve a Pumpkin" shared text. After the first fire drill, you might want to create a how-to chart. You'll keep the work you do during shared and interactive writing visible in the classroom to serve as a model for your how-to writers.

Writing	
Big Ideas Course Objectives <ul style="list-style-type: none">• Students are able to draw and write a sequence of steps to teach something to an audience• Students will write procedural text to accomplish a particular task• Students will write not only to tell rich stories but also to teach others	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understanding <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">• How do writers write to teach others?	Students will understand that... <ul style="list-style-type: none">• Writing can occur in septs• Writers often teach their audience about something they know well

Kindergarten Writing Unit 5

Persuasive Writing of All Kinds

In this unit, you teach kindergarteners that they can write to make their classroom, their school, and their world into a better place. They are writing particular kinds of texts for specific real audiences. They will be thinking about what their readers need to know and to write with audience awareness. This unit is designed so that the children do lots and lots of persuasive writing. They begin by writing signs, songs, petitions, and letters about problems they see in their classroom and their school, and then they address problems they identify in the larger world of their neighborhood. As they progress towards addressing concerns that are not right underfoot, they tackle slightly more distant topics and address more distant audiences, they meanwhile also learn more about persuasive writing and writing in general. With your help, children apply what they learn not only to the newest piece they are about to write, but also to their growing folder, full of completed pieces. The New Jersey Student Learning Standards (NJSLs) prioritizes opinion/argument writing. Thus, this unit lays the foundation for some of the work the NJSLs considers essential to students' academic and professional success.

Writing	
Big Ideas Course Objectives <ul style="list-style-type: none">• To help students use a combination of drawing, dictating, and writing to compose opinion pieces in which students tell a reader a topic or the name of a book they are writing about, and state an opinion or preference about the topic or book.• Students will write letters to convince and persuade an audience to support their cause.• Students will work independently, in partnerships, and as a class to present information about a common cause to an audience to persuade others to join the cause.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understanding <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">• How can writers look at the world around them in a new way to see what could make things better?• How can our writing spread our opinions and convince people to agree with us?• How can we join together to make a change in our world?	Students will understand that... <ul style="list-style-type: none">• Writers look at the world in new ways, seeing not just what it is, but what could be and write to help make a change• Our opinions can be spread by writing letters that use words and writing tools to help convince and persuade others to join our cause• Writers can write individual pieces about a common cause and join together to present the information to an audience to help convince and persuade them