

Grade K ELA Curriculum

Subject	Language Arts		
Grade/Course	Kindergarten		
Unit of Study	Unit 1: We Are Readers (Book 1)/Launching the Writing Workshop (Book 1)		
Pacing	<p>September-Mid October</p> <p>This content should be taught at the beginning of the Kindergarten year to launch Readers and Writers Workshop. The reading & writing topics unfold over 19 sessions each, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.</p>		
Unit CT Core Content Standards			
<u>Reading Foundational Skills</u>			
<p><u>RF.K.1:</u> Demonstrate understanding of the organization and basic features of print.</p> <p><u>RF.K.2:</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><u>RF.K.3:</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>RF.K.4:</u> Read emergent-reader texts with purpose and understanding.</p>			
Reading <u>Literature and Information</u>	<u>Writing</u>	<u>Speaking /Listening</u>	<u>Language</u>
<p><u>RL.K.1:</u> Ask/answer questions about main ideas & key details</p> <p><u>RL.K.3:</u> Identify character, setting, events</p> <p><u>RL.K.6:</u> Name author/illustrator</p> <p><u>RL.K.7:</u> Describe relationship between illustrations and story in which they appear.</p>	<p><u>W.K.2:</u> Draw/dictate/ write to compose informative texts</p> <p><u>W.K.3:</u> Draw/dictate/write to tell a story</p> <p><u>W.K.5:</u> Respond to questions and suggestions from peers and add to writing as needed</p>	<p><u>SL.K.1:</u> Participate in conversation</p> <p><u>SL.K.2*:</u> Confirm understanding of oral information by ask, answer questions *Standard addressed through read aloud; see read aloud section below</p> <p><u>SL.K.4</u> Describe familiar people, places, things and events</p> <p><u>SL.K.6:</u> Audibly express</p>	<p><u>L.K.1:</u> Conventions of Standard English</p> <p><u>L.K.2:</u> Capitalize first word, use end punctuation</p> <p><u>L.K.6:</u> Use words/phrases acquired</p>

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		thoughts, feelings, ideas	
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> 1. How does a reader use a book to learn more? 2. How do you read favorite storybooks? 3. What does a writer do? 		<ol style="list-style-type: none"> 1. Readers can read alone or with others to read cover to cover, reread, put all the pages together, or sound like a teacher to understand an idea, topic, or concept. 2. Readers can read alone or with others to use exact character words, reread, and remember to say more and more of the story. 3. Writers start with ideas and put their ideas on paper with words or pictures, by planning, adding details, and stretching out words. 	
Reading Bends		Writing Bends	
<p>Bend 1: This bend conveys that message to students that they can read by themselves and others to learn more about the world through their reading. The main emphasis is on teaching students to draw on and extend early concepts-about-print knowledge.</p> <p>Bend 2: This bend encourages students to continue to read books to learn about the world but also to spend time reading favorite storybooks. Particular focus is given to students studying pictures to make meaning, connect pictures in books and read some words on the page.</p>		<p>Bend 1: This bend introduces young writers to writers workshop. You will help students understand how to think of a topic, draw, and write words that match their pictures.</p> <p>Bend 2: During this portion of the unit, children will write teaching books about topics they know a lot about. They will learn to reread what they have written, and how to add to their writing in pictures, words, or by adding pages.</p> <p>Bend 3: In this bend, writers will learn they can also write to tell true stories about their lives. They will draw what happened first, touch and tell, then write.</p> <p>Bend 4: This last bend teaches children to select a few stories to publish. Writers will revise, edit, and use checklists to make their writing the best it can be.</p>	
Teaching Points			
Reading		Writing	

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<p>Bend I:</p> <ol style="list-style-type: none"> 1. Reading what around you: names, signs directions and songs 2. Reading books and learning can happen anywhere! 3. Having fun reading alone and with a partner 4. Reading the cover, then the next page, and the next all the way until the end-reading cover to cover 5. Rereading helps us to learn more from the book 6. Putting all the pages together as you read 7. Rereading means rethinking which takes you beyond the book 8. Rereading to notice words more so you can figure out what they say 9. Rereading to make the books sound right (ex: learn about the world books: read like a teacher) <p>Bend II:</p> <ol style="list-style-type: none"> 10. Reading a story many times helps you to look at pictures, remember the words and read it yourself 11. Studying the pages carefully so that the words and pictures match 12. Finding a new story book to love 13. Reading exact character words makes them come to life-talk like the characters 14. Rereading a book helps us to remember more and then you can read more words 15. Putting the pages together with special words like: then..., after that..., and then... 16. Reading a book over and over helps you to learn some words by heart 17. Finding words you know and pointing to them as you read 18. Using anchor charts helps make partner reading even better 	<p>Bend I:</p> <ol style="list-style-type: none"> 1. Putting ideas on paper with pictures and words 2. Looking back and adding more to your writing 3. Solving problems with our writing and moving on to not waste time 4. Preparing for your writing by getting a picture in your mind of what you want to write about 5. Saying words slowly to write down the first sound you hear 6. Keep writing when you get that “oh, no!” feeling 7. Using tape or a stapler to turn your writing into a book or scroll 8. Planning out your whole book before you begin writing <p>Bend II:</p> <ol style="list-style-type: none"> 9. Having your writing partner read your book, ask questions and then adding the answers to some of those questions to your book 10. Stretching out words like rubber bands to hear the sounds and help you spell 11. Using a checklist to revise our writing and make it better 12. Practicing telling the story helps us get ready to write <p>Bend III:</p> <ol style="list-style-type: none"> 13. Planning your story page by page is something writers do as they turn the pages and tell what happens next 14. Thinking about where you were, who you were with, and what you were doing helps you write a story that makes readers feel like they were right there
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19. Celebration	<p>15. Listening for all the sounds in words to spell the words so that others can read them</p> <p>16. Using speech bubbles to show what characters are saying</p> <p>17. Using everything you know about writing to make the best stories possible</p> <p>Bend IV:</p> <p>18. Rereading and editing, especially spelling</p> <p>19. Celebration</p>
Word Study Topics	
<p>Unit 1: (weeks 1-7 of 12)*:</p> <ul style="list-style-type: none"> ● Letter-Keyword-Sound for consonants ● Letter-Keyword-Sound for short vowels ● Letter Formation for lowercase letters (a-z) ● Sounds recognition: consonants and short vowels ● Print and word awareness ● Rhyming ● Phonemic awareness: initial and final sounds ● Story retelling ● Beginning composition skills ● Fluency/phrasing with echo and choral reading <p>Pre-Primer Dolch Sight Words: away, big, blue, can</p> <p>Foundations Unit Test Scoring Guidelines</p> <p>Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.</p> <p>*Units referenced come from Foundations Program. For additional sample words refer to the unit resource pages at the end of each unit in the Foundations teacher's manual. This provides examples for drill sounds/warm-up, echo sounds, and current unit words.</p>	
<p>Evidence of Learning - Assessment</p> <p>TC High Leverage Reading Assessment</p> <p>Teachers College Reading and Writing Project Teacher Resources and Guidebook for Levels A-K Reading Level Assessments</p> <p><i>*See Heinemann Online Resources for copies. District may designate the use of another version of assessment.</i></p>	

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Smarter Balanced Assessment Resources		
<p>The following link will provide rubrics, student checklists and Writing Portfolio Guides with anchor sets to use in the holistic scoring of narrative, opinion, and informational writing:</p> <p style="text-align: center;">CT Writing Portfolio Resources for Grades K-2</p> <p>The Style Guide, which aligns with the expectations of Smarter Balanced Assessments, will support the creation of unit- and standard-aligned items for instructional use.</p>		
Pre/Post Assessment		Additional Evidence of Learning
<ul style="list-style-type: none"> ● Foundations Unit Tests ● High-frequency word lists <p>Reading:</p> <p>In the first weeks of school leave baskets of books around the classroom. Circulate around the classroom observing children as they select books and talk with their peers about book. Note:</p> <ul style="list-style-type: none"> -which children are enthusiastic/hesitant/or lost at sea when choosing a book -topics your students are excited about or gravitate towards -whether students are reading the words, pictures, etc. <p>Concepts About Print</p> <p>Directions</p> <p>Implications</p> <p>Recording Form</p> <p>Letter I.D</p> <p>Running Records (only for students that show evidence of reading at this point)</p> <p>Writing:</p> <p>Kindergarten Writing Learning Progressions, Prek-6*</p> <p>Information On Demand Writing Prompt*</p> <p>Information Writing Rubric*</p>	<ul style="list-style-type: none"> ● WPM rate benchmark chart ● Running Records (including Checklist of Reading Behaviors)* ● Narrative Writing Learning Progression* 	<ul style="list-style-type: none"> ● Foundations Dictation Check-Ups within Unit <p>Reading:</p> <ul style="list-style-type: none"> ● Emergent Reader conferring sheet ● Conferring notes ● Observation of small group work ● F&P Continuum of Literacy Question Stems by GRL ● Exit tickets ● Daily reading log sheet

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Information Writing Checklist* Narrative On Demand Writing Prompt* Narrative Writing Rubric* Narrative Writing Checklist*		
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The Reading and writing workshop model is a researched-based instructional model:</p> <p>See <i>A Guide to the Reading Workshop Model: Primary Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann Online Resources includes a study guide for the <i>Units of Study for Teaching Reading</i> under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:</p> <ul style="list-style-type: none"> • The Architecture of the Mini-lesson: connection (teaching point), direct instruction and active engagement, link • The Architecture of a Conference and small group work: mid-workshop teaching • Share/whole group processing • Setting up and Provisioning the Reading Workshop <p>The Heinemann Online Resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.</p>		
Anchor Charts		
<p><i>Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.</i></p>		
Reading	Writing	
<p>We Are Readers! Color / B&W</p> <p>Readers Read with a Partner Color / B&W</p> <p>Readers LEARN from Books, too! Color / B&W</p> <p>We Are Storybook Readers! Color / B&W</p>	<p>When We Are Done We Have Just Begun Color / B&W</p> <p>I Can Revise My Teaching Book! Color / B&W</p> <p>How to Write a True Story Color / B&W</p>	
Instructional Moves		
<p>Taberski, Sharon D.; Burke, James (Jim) R. (Robert). <i>The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.</p>		
Possible Student Challenges	Teacher Moves	
<p>Understanding spoken words, syllables, and</p>	<p>1. Say a single syllable word with a one or</p>	

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sounds	<p>two second pause between phonemes, then ask students what word the sounds make.</p> <ol style="list-style-type: none"> Use Elkonin boxes to help small groups of students segment words into phonemes. Play word games with students, incorporate gross motor components such as clapping, jumping, or tapping syllables and phonemes.
Demonstrating independent reading behaviors	<ol style="list-style-type: none"> Model independent reading examples and nonexamples, sitting, handling books, looking at pictures, pointing to words, and voice level. Display expectations on posters/anchor charts in classroom.
Collaborating with a partner to read	<ol style="list-style-type: none"> Model partner reading examples and nonexamples; sitting, sharing, turn-taking, and questioning. Display expectations on posters/anchor charts in classroom. Provide multiple opportunities for students to talk/share throughout the day in all subject areas.
Writing within the given genre (narrative/information)	<ol style="list-style-type: none"> Share narrative and informational writing examples from books, shared writing projects, and samples of exemplar student writing. Use anchor charts and genre checklist visual reminders. Use a graphic organizer that prompts appropriate topics, vocabulary words, components, or provide a specific writing topic daily.
Mentor, Demonstration, Read-aloud, Shared Texts	
*Included in the Grade K Trade Pack	
Reading	Writing
<p>Demonstration Texts <i>*The Beetle Alphabet Book</i> by Jerry Pallotta <i>Caps for Sale</i> by Esphyr Slobodkina <i>Koala Lou</i> by Mem Fox <i>*The Three Billy Goats Gruff</i></p> <p>Read-Aloud and Shared Reading Texts <i>*The Three Billy Goats Gruff</i> <i>*Mrs. Wishy-Washy</i> by Joy Cowley</p>	<p>Demonstration Texts <i>*Creak! Said the Bed</i> by Phyllis Root <i>*Freight Train</i> by Donald Crews</p> <p>Suggested Texts and Resources <i>Naked Mole Rat Gets Dressed</i> by Mo Willems <i>Farm Animals</i> by DK Publishing</p>

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<p><i>*The Carrot Seed</i> by Ruth Krauss Read Aloud Prompts for <i>The Carrot Seed</i> Color / B&W</p> <p>Suggested Texts and Resources <u>Foundations:</u> <i>What Do You See?</i> by J. Domanska <i>Three Little Kittens</i> by P. Galdone <i>Is Your Mama a Llama?</i> by D. Guarino <i>I Know an Old Lady Who Swallowed a Fly</i> by C. Hawkins <i>This Is The Bear</i> by S. Hayes <i>No! Said Joe</i> by J. Prater <i>Sheep On a Sheep</i> by N. Shaw <i>On a Hot, Hot Day</i> by N. Weiss</p>	
Read-Aloud & Shared Reading	
<p>Read Aloud Prompts for <i>The Carrot Seed</i> Color / B&W</p> <p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and re-reading Process the text Whole-class book talk</p> <p>Read-Aloud process: Before You Read (introduce book, title, author, wonder about the title) As You Read (look at pictures, read with prosody, retell) After You Read (whole class book talk)</p> <p>Shared reading goals Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process: Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
Vocabulary	
Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
<p>dialogue echo edit</p>	<p>beginning and ending sounds consonant environmental print</p>

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information information book/teaching book observations partnership qualities reread rethink storybook storytelling title page	grassline hard-write-ideas lowercase letters plane-line rhyme skyline stretching out words syllable think-aloud vowel worm-line
Suggestions for Differentiation, Scaffolding and Intervention	
<p>CT Dept. of Education Evidence-based Practice Guides – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</p> <p>Use individual student performance data to inform intervention in small group and conferring work. Just because specific strategies are listed as "effective intervention strategies" doesn't mean that they should only be used for intervention. These strategies, when used purposely, help support the specific needs of diverse learners.</p> <p>Effective Intervention Strategies for Teachers</p> <ul style="list-style-type: none"> ● Use grouping ● Use feedback, reinforcement and recognition ● Use similarities and differences ● Use advanced organizers such as graphic organizers ● Provide feedback ● Use summary and note taking ● Use hands-on, non-linguistic representations <p>Meeting Students’ Needs Through Scaffolding</p> <ul style="list-style-type: none"> ● Identify, bold, and write in the margins to define words that cannot be understood through the context of the text ● Chunk long readings into short passages (literally distributing sections on index cards, for example), so that students see only the section they need to tackle ● Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves ● Supply sentence starters so all students can participate in focused discussion ● Place students in heterogeneous groups to discuss the text and answer text-dependent questions ● Provide task cards and anchor charts so that expectations are consistently available ● Highlight key words in task directions <p>Supporting Struggling Readers</p> <ul style="list-style-type: none"> ● Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.) 	

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- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

Assistive Technology

Writing:

- Use different paper (Foundations aligned, wide lined, raised lines or darker lines) to increase awareness of lines
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write
- If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners

Colorin Colorado

CT English Learner Proficiency Standards, Linguistic Supports

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge

Interdisciplinary Connections

Make connections to foundational skills when reading texts in science and social studies.

Social Studies Kindergarten Topic - Me and My Community; consider opportunities for students to read and write about home, class, school and town communities (e.g., books on families, maps, the impact of seasonal changes on life, being a citizen in the community, etc.). Consider opportunities to compare content area and issues to what characters deal with in stories explored in this unit.

NGSS Science Kindergarten Topics - Forces and Interactions: Pushes and Pulls, Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment, and Weather and Climate. Consider opportunities for students to read and write on these topics.

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[TC List of Level A-L/M Non-fiction Science books by level](#)

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