

Kindergarten: Language Arts Curriculum

Reading Unit: Launching Reading Workshop	Time: September	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • What is reading workshop? • How can I become a good reader? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can be part of a community of readers. • I can follow routines and procedures for reading. • I can share and care for books. • I can practice strategies to become a better reader. • I can read for meaning. 	<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <ul style="list-style-type: none"> A. Read emergent-readers with purpose and understanding. B. Read grade level text for purpose and understanding. <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.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>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> <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none"> ➤ As a whole-class, take a picture walk in a big book. Using prompts and support, students discuss with a peer what the story is about and include details from the book. Then the teacher will prompt the students to discuss the relationship between the illustrations and the story. The teacher will record observations. Afterwards, read the text aloud to the students while tracking the print. Again, have students discuss the details of the story in a brief retell with a peer. (RL.K.1; RL.K.2; RL.K.7, SL.K.1) ➤ SWBAT read Emergent texts and track the print. The teacher will use a checklist and anecdotal records to note students' understanding of the basic features of print and comprehension. (RF.K.1; RF.K.4) 		<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ DRA (Developmental Reading Inventory) ✓ Oral discussion about books and being a reader ✓ Observe students' book-handling skills (i.e. holding the book with clean hands, starting with the cover and gently turning the pages so they don't rip, leaving the book level so the spine is not extended, notifying the teacher if an accident does happen with the book, never reading while eating or drinking, closing the book when finished and placing it in the proper bin) <p>Materials</p> <ul style="list-style-type: none"> • Books- Classroom library books, emergent readers, individual Book Boxes with high-interest books (Star Wars, Legos, etc.) • Chart paper for directions/routines/procedures

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SUGGESTED ACTIVITIES

- Introduce and practice procedures for Readers' Workshop such as coming to the carpet for a mini-lesson, and then engaging in reading activities.
- Introduce and practice reading books without reading the text ("Reading the pictures").
- Create anchor chart for oral discussions with a peer and in a group
- Introduce and practice buddy reading focusing on proper steps and volume control.
- Introduce and practice how select a book from the classroom library.
- Learn the parts of a book.
- Practice caring for a book.
- Decorate popsicle sticks to use as pointers, then read an Emergent Text and practice tracking the print.
- Make and fill individual book boxes with all types of texts, including Emergent Readers.
- Teacher models read a big book and students engage in oral discussion about books read.
- Use echo reading, choral reading, and fill in the gap reading with big books
- Introduce and practice some different reading centers (i.e. Independent book boxes, Buddy Reading, Read the Room, Ipad stories, Word Find in books, Retell Center, Listening Center, etc.)
- Introduce Word Wall and put student first names under the correct letter.
- During reading mini-lessons, introduce and model the following comprehension strategies. Have students practice the strategy during independent work.
 - Text Organization

REINFORCEMENT

- Place dots or stickers under each word in the sentence for the student to put his/her finger on to help track the print. Use Emergent Readers that have been read multiple times in the listening center and have them track the print while listening to the teacher's recording of the book.
- Place the Emergent texts that have been read multiple times in the student book box.
- Use hand over hand to help the child use one-to-one correspondence when reading.
- Have students use props such as toys and dolls to retell the text.
- Play alphabet memory game
- Complete Beginning, Middle, End pictures with a peer or teacher.

ENRICHMENT

- For fluent readers, encourage them to just track the print with their eyes instead of their finger.
- Have children record their reading for the listening center for all students to use.
- Ask higher level questions such as How? and Why? questions post-reading
- Provide a wordless book for students to "read" using their own words.
- Students can write words or a sentence describing their picture of Beginning, Middle, End.

Suggested Websites

- www.abcya.com
- <http://www.storylineonline.net/>
- <https://jr.brainpop.com/readingandwriting/>
- <https://www.abcmouse.com/home#abc/reading>
- www.starfall.com

Suggested Materials

- Timer
- Beginning, Middle, End worksheets or diagrams
- Listening Center with books & CD
- iPad
- Thinking Cloud (Large piece of white tag board in shape of a cloud and a hole in the middle for the child's face)

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- <http://www.hubbardscupboard.org/literacy-resources/>
- <http://readingandwritingproject.org/resources/units-of-study-in-reading>
- <http://www.the-best-childrens-books.org/teaching-language-arts.html>

- Big Books
- glasses
- pointers (store-bought, popsicle sticks, finger puppet, etc.)
- Word Wall
- Stop light, music box, or other item for volume control
- Props for retell center
- PVC elbow piping as a telephone to hear voice when reading
- Spaceman stamp for children to recognize spaces between words in paper books.
Piggy and Elephant Books
Rocket Learns to Read
The Kissing Hand
Chicka Chicka Boom Boom
Pete the Cat series
Brown Bear, Brown Bear
Panda Bear, Panda Bear
Go, Dogs, Go!
One Fish, Two Fish, Red Fish, Blue Fish
The Wheels on the Bus
Heidi's Songs- Sing and Spell
OSMO
Let's Learn Letter and Sounds (TPT)

Cross-Curricular Connections

21st Century Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

SEL Self-Management- Recognize the skills needed to establish and achieve personal and educational goals.

Math- K.MD.B.3- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Students sort books in the classroom library.)

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Reading Unit: Text Set Study	Time: October-November	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • How do readers think and talk about books? • How are letters used to make words? • How can looking closely at words help me be a better reader? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can read books about the same topic to find out information. • I know the parts of a book. • I can make connections between beginning letter sound and words I know. • I can blend letter sounds into spoken words to read a book. • I can follow rules to be respectful in a discussion. • I can listen to others and discuss my own thoughts about a book. 	<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency and sight words with automaticity. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). <p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <ul style="list-style-type: none"> A. Read emergent-readers with purpose and understanding. B. Read grade level text for purpose and understanding. <p>RL.K.5 Recognize common types of text (e.g., storybooks, poems).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>

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	<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</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> <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> B. Recognize and name end punctuation.
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none"> ➤ SWBAT complete an assessment that requires them to identify letters, letter sounds, basic print concepts, recognize words, and comprehend a text. (RF.K.1; RF.K.2; RF.K.3; RF.K.4; RI.K.5; RL.K.5) ➤ After creating an anchor chart about talking with a peer or talking in a group about the text, SWBAT follow directions and procedures. Use a checklist or other method of recording teacher observations. See example anchor charts in Suggested Materials. (RL.K.10; SL.K.1) ➤ SWBAT recognize and name ending punctuation when reading a text during guided reading. (L.K.2.B) 	<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Teacher observations ✓ DRA ✓ Guided Reading anecdotal notes <p>Materials</p> <ul style="list-style-type: none"> • One or more Text Sets -multiple types of text about one concept or theme (i.e. Alphabet books; Patriotism; Seasons; Colors). See suggested websites for extra information.
<p style="text-align: center;">SUGGESTED ACTIVITIES</p>	
<ul style="list-style-type: none"> • Create a class book to add to the text set. (Alphabet book with matching illustrations for given letter) • Go on a letter hunt throughout the text to find letters students know or the letters in their name • Have students play on www.starfall.com to develop letters and letter sounds • Play rhyming word bingo • Play rhyming memory game using pictures on paper plates 	<p style="text-align: center;">REINFORCEMENT</p> <ul style="list-style-type: none"> • Use smaller group sizes for struggling students for guided reading and other activities. • Use only simple rhyming such as –at family. Focus on one word family at a time. • Use more tactile activities (i.e. sand trays, Playdoh, magnetic letters, fingerpainting, etc.) • Give student prompts to initiate and extend discussion.

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- Create a simple rhyming anchor chart that tells students what rhyming words are with examples based on words from a text in the set.
- Sort words into correct word family
- Practice writing letters or simple CVC words in sand trays or make letters or words with Playdoh
- Compare and contrast two different texts in the set by using a Venn Diagram
- Sort text types into labeled hula hoops (i.e. Poems, Storybooks, Informational Magazines)
- Begin Poetry Journals
- When reading a big book introduce and then have students practice the following reading strategies using the text from the set:
 - prior to reading, state the purpose for reading the text and re-visit it post-reading
 - point to each word as you read so student can track the print
 - look at first letter and get mouth ready to make that letter sound
 - try to reread the sentence and figure out unknown words by asking, “Does it make sense? Does it look right? Does it sound right?”
 - use picture clues
 - stretch the sounds of the word out slowly and put the sounds together
 - Look for a word chunk or that you know such as “in” in the word into or “ing” in spring
 - ask for help from peer and then teacher if you’ve tried all other strategies
 See Suggested website for reading strategy posters
- Write new vocabulary words from the text on cards, then practice clapping out the syllables.
- Write new vocabulary words from the text on cards, then show students how to use a dictionary or the internet to find the definition and discuss its meaning.
- Clap out syllables in student names.
- Sing Vowel Songs
- After reading a book in the text set, have students form letters to words in the text with their body for peers
- After reading a book in the text set, have student use white boards, write word family ending from one of the words in the book such as –at, then instruct them to add a letter to make it say cat, then change one letter to make it say bat, etc.
- On chart paper, brainstorm ideas about what a good listener has, thinks, listens for, etc.
- After reading selection, have tablemates share what s/he did by showing and telling their work. All other peers listen and respond orally. Rotate through the group until all children have shared. “Turn and Talk”
- Project Read strategies Bossy R, Clip the Sound and Kinesthetic hand motions for short vowel sounds.

ENRICHMENT

- Focus on decoding rather than letters and letter sounds.
- Produce rhyming words rather than recognizing them from the text.
- Have student use multiple full sentences when sharing in oral discussion.
- Have student discriminate between long and short vowel sounds from words in the text.

Suggested Websites

- www.abcya.com

Suggested Materials

- OSMO

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- <http://www.storylineonline.net/>
- <https://jr.brainpop.com/readingandwriting/>
- <https://www.abcmouse.com/home#abc/reading>
- www.starfall.com
- <http://www.the-best-childrens-books.org/teaching-language-arts.html>
- <http://www.hubbardscupboard.org/literacy-resources/>
- <http://readingandwritingproject.org/resources/units-of-study-in-reading>
- Text Sets:
http://www.readwritethink.org/files/resources/lesson_images/lesson305/creating.pdf
- Reading strategies:
<http://new.schoolnotes.com/files/marciehill/ReadingStrategyPoster.pdf>
- Common types of text printable posters:
<https://web.archive.org/web/20110224162744/http://hill.troy.k12.mi.us/Staff/bnewingham/myweb3/Genres.htm>
- Listen to nursery rhymes on live streaming site:
<http://www.loyalbooks.com/book/the-real-mother-goose-by-anonymous>

- Heidi's Songs-Read to Spell
- Rhyming memory game
- Rhyming Bingo game
- Chart paper for anchor charts and examples:
Turn & Talk
 1. Face neighbor
 2. One friend speaks in full sentences and one friend uses whole body listening.
 3. Switch
 4. Compare your thinking.

Group Discussion

- *Listen carefully without interrupting.
- *Respect all ideas.
- *Participate by saying thoughts or opinions.
- Venn Diagram
- Hula hoops
- Reading strategy posters

Chicka Chicka Boom Boom	It Looked Like Spilt Milk
Do You Want to be My Friend	I Went Walking
Hands Hands Hands	I Speak Mouse Squeaks
Old MacDonald Had a Farm	Rhyme: 1, 2, Buckle My Shoes
Rhyme: Baa, Baa, Black Sheep	Rhymer: Humpty Dumpty
Rhyme: The Itsy Bitsy Spiker	Rhyme: Hickory Dickory Dock
Twinkle Twinkle Little Star	

Cross-Curricular Connections

21st Century Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

SEL Self-Management- Recognize the skills needed to establish and achieve personal and educational goals.

Math- K.MD.B.3- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count- (Sorting Books by topic.)

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Reading Unit: Reading Literature	Time: December-January	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • How do parts of the story fit together? • How do readers think and talk about stories? • How do readers share stories? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can read stories by myself, with a partner, or with a group. • I can tell others my thoughts about the story. • I can use whole-body listening and respond to my peer's thoughts. • I can use strategies that can help me read and understand the story. • I can discuss the story with others to help me understand the story. 	<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.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.10. Actively engage in group reading activities with purpose and understanding.</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>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>

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Benchmark Assessment(s)

- After listening/reading (ex. Listening Center), SWBAT draw the major events in the Beginning, Middle, and End of the story with clear characters and details that show evidence of setting. In a small group setting, students share their work and retell their story through the use of their illustrations. (RL.K.2; RL.K.3; RL.K.7)
- SWBAT identify the role of the author and illustrator orally. Use a checklist to assess student's knowledge regarding the roles of the author and illustrator. (RL.K.6)
- During a read aloud or during guided reading, SWBAT ask and/or answer questions to gain a better understanding of the story. Teacher will observe and encourage students to answer peer questions and keep dialogue going through multiple exchanges. Keep a checklist or anecdotal notes to record if/how the student met the following standards. (RL.K.1; RL.K.10; SL.K.2; SL.K.3; L.K.6)
- Students Show-n-Tell their favorite storybook from home. Encourage and prompt other students to ask questions that begin with Who, What, Where, When, How, Why. (RL.K.1; SL.K.4; L.K.1.D)

Other Assessments

- ✓ Teacher observations
- ✓ DRA and MONDO assessments
- ✓ Guided Reading anecdotal notes
- ✓ Student work from literacy centers

Materials

- Listening Center, audio books, and response paper for Beginning, Middle, End
- Checklist or other form of record keeping
- Author/Illustrator checklist
- Storybooks

SUGGESTED ACTIVITIES

- During reading mini-lessons, introduce and model the following comprehension strategies. Have students practice the strategy during independent work.
 - Make Connections: text-self, text-text, text-world (text ex. Alexander and the Horrible, Horrible, No Good, Very Bad Day)
 - Fantasy & Realism
 - Compare/Contrast
 - Retell (text ex. Corduroy)
 - Noting Details
 - Story Structure: Plot
 - Summarizing
 - Sequence of Events
 - Story Structure B/M/E
 - Visualize (text ex. How the Grinch Stole Christmas)
 - Characters/Setting
 - Make predictions (text ex. If You Take a Mouse to the Movies)
 - Making Predictions
 - Make inferences (text ex. Chester's Way)

REINFORCEMENT

- Use smaller group sizes for struggling students for guided reading and other activities.
- Avoid having the student share ideas with a large group- Use Peer-to-peer for oral discussions.
- Give student prompts to initiate and extend discussion.
- Use lower level questioning before higher leveling questioning. (ex. "Who, What, Where, When" questions yield a more concrete answer and "Why, How" questions involve more inferencing and can be difficult for a struggling student).
- Re-read stories before asking a student to do a post-reading activity.
- Provide appropriate text level to avoid frustration.

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Cause & Effect

- After reading a story, have students do think-pair-square. Each student thinks about a question posed by the teacher, then student pair up with another peer and discuss their thoughts, and finally two pairs of students form a square while sitting and then discuss again.
- Use a Retell center for a literacy center by either acting out the story or using puppets.
- Use a Technology center for students to navigate through literacy websites such StorybookOnline and Starfall
- Buddy Read
- After modeling, have small groups or partners create a verbal story using pictures such as sequencing cards.
- After modeling, have small groups or partners create a new ending for the story.
- Introduce and use the author's chair and illustrator's easel
- Read a story aloud without showing the pictures and have students illustrate a cover.
- Use a beach ball or spinner with story element questions on it as a post-reading comprehension activity

ENRICHMENT

- Have student use multiple full sentences when sharing in oral discussion.
- Have student use multiple exchanges when in a discussion.
- Use higher level questioning ("Why/ How" questions involve more inferencing and can provide a challenge).
- Have students write and draw when completing a Beginning, Middle, End activity.
- Provide appropriate text level to challenge the reader.

Suggested Websites

- For comprehension strategies:
<https://readingcomprehensionlessons.com/reading-comprehension-strategies/>
- <http://www.storylineonline.net/>
- <https://jr.brainpop.com/readingandwriting/>
- <https://www.abcmouse.com/home#abc/reading>
- www.starfall.com
- <http://www.hubbardscupboard.org/literacy-resources/>
- <http://teacher.scholastic.com/clifford1/index.htm>
- <http://www.magickeys.com/books/>
- <http://www.kizclub.com/reading1.htm>
- <http://www.the-best-childrens-books.org/teaching-language-arts.html>
- www.discoveryeducation.com (search Tomie DePaola)

Suggested Materials

- Puppets, props, and multiple copies of a story for Retell Center
- Big Books
- Sequencing Cards
- Chair for authors to share
- Story Element Beach Ball or Spinner
- Variety of storybooks:

<i>Pete the Cat Saves Christmas</i>	<i>The Three Snowbears</i>
<i>'Twas the Night Before Christmas</i>	<i>The Mitten</i>
<i>The Gingerbread Friends</i>	<i>The Hat</i>
<i>The Polar Express</i>	<i>Snowballs</i>
<i>Snowmen at Night</i>	<i>Stella</i>
<i>The Snowy Day</i>	<i>The Three Little Kittens</i>
<i>Bear Stays Up for Christmas</i>	

Cross-Curricular Connections

21st Century Skills: 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

CRP4. Communicate clearly and effectively and with reason.

SEL Self-Management- Recognize the skills needed to establish and achieve personal and educational goals.

Math- K.MD.B.3- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count- (Sorting Books by topic.)

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Reading Unit: Character Study	Time: February-March	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none"> • How can I learn about characters in the story? • How do characters change in a story? • What clues tell me what a character thinks and feels? • How can I compare and contrast things from the stories I read? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I can name the people or animals in a text. • I can look closely at body language and facial expressions to determine what the character thinks and feels. • I can look for things that are the same and things that are different in the stories I read. 	<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.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>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p>
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none"> ➤ After reading two stories, students divide a paper in half, and paste pre-made labels on the top of each side (Same, Different). SWBAT draw and write about how the characters are the same and how they are different. (Examples: <u>If You Give a MOOSE a Muffin</u> and <u>If You Give a PIG a Pancake</u> . (RL.K.3; RL.K.9) ➤ SWBAT discuss the meaning of words that have multiple meanings (i.e., duck). Teacher will keep a checklist/anecdotal records to record if and how the student has met this standard. (L.K.4.A) 		<p>Other Assessments</p> <ul style="list-style-type: none"> ✓ Teacher observations ✓ DRA ✓ Guided Reading anecdotal notes ✓ Student work from literacy centers <p>Materials</p> <ul style="list-style-type: none"> • 2 stories for students to compare

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SUGGESTED ACTIVITIES

- During reading mini-lessons, introduce and model the following comprehension strategies. Have students practice the strategy during independent work.
 - Visualize (text ex. The Tooth Fairy)
 - Characters/Setting
 - Ask questions (text ex. The Berenstain Bears and the Toothfairy)
 - Compare/Contrast
 - Problem/Solution
- Take a picture walk and just look at the characters and focus on their body language, facial expressions, and actions to discuss the book before reading.
- Use a T-Chart or Venn Diagram to discuss similarities and differences of character experiences
- Class Play
- Reader's Theater
- Students draw a picture of the main character from a book and label around the picture his/her traits such as unique, wild, caring, etc.
- Make characterization bags which include a paper bag with a picture of the character on the outside of the bag and items that describe the character inside the bag and share with peers. (Example: Lily's Purple Plastic Purse: A student could draw a picture of Lily to paste on the front of the bag and then fill it with sunglasses, an apology letter, shiny coins)
- Re-read a story as the character. (Example: After reading the Three Little Pigs, students re-read it and pretend to be a scared and surprised pig as s/he reads.)
- Have character celebrations and students come to school dressed as a character from a book.
- The students should read books about African Americans all year but focus the celebration during Black History Month (February). Read various books about prominent African Americans in U.S. history such as Martin Luther King Jr., Rosa Parks, Jackie Robinson, and Harriet Tubman. (Amistad Commission Lesson)

REINFORCEMENT

- Use smaller group sizes for struggling students for guided reading and other activities.
- Avoid having the student act with a large group- Use small groups such as a literacy center group to dramatize characters.
- Give student prompts to initiate and extend discussion about characters.
- Use lower level questioning before higher leveling questioning. (ex. "Who, What, Where, When" questions yield a more concrete answer and "Why, How" questions involve more inferencing and can be difficult for a struggling student).
- Re-read stories before asking a student to do a post-reading activity such as dramatizing.
- Provide appropriate text level to avoid frustration.

ENRICHMENT

- Have students write their own stories to act out.
- Have student be a director.
- Use higher level questioning ("Why/ How" questions involve more inferencing and can provide a challenge).
- Provide appropriate text level to challenge the reader.
- Have the students write about their favorite character and read it to the Pre-school class.

Suggested Websites

- <https://readingcomprehensionlessons.com/reading-comprehension-strategies/>
- <http://www.storylineonline.net/>
- <https://jr.brainpop.com/readingandwriting/>
- <https://www.abcmouse.com/home#abc/reading>
- www.starfall.com

Suggested Materials

- Anchor chart of the question starters "Who What Where When How Why"
- Anchor chart of feelings
- Puppets, props, and multiple copies of a story
- Big Books
- Ipad
- Reader's Theater books

Kindergarten: Language Arts Curriculum

- <http://www.hubbardscupboard.org/literacy-resources/>
- <http://www.magickeys.com/books/>
- <http://www.kizclub.com/reading1.htm>
- http://www.janbrett.com/activities_pages_artwork.htm
- <http://www.the-best-childrens-books.org/teaching-language-arts.html>

- Variety of books to study characters such as:
The Three Little Pigs
The True Story of the Big, Bad Wolf
The Three Javelinas
The Three Little Wolves and the Big, Bad Pig
The Three Horrid Little Pigs
Goldilocks and the Three Bears
Goldilocks
Goatlocks and the Three Bears
Jonathan and His Mommy
Miss Bindergarten Celebrates the 100th Day
Grace for President
Where the Wild Things Are
The Pigeon Wants a Puppy
The Pigeon Needs a Bath
Don't Let the Pigeon Drive the Bus
Caps for Sale
Tiki Tiki Tembo
The Little Engine That Could

Cross-Curricular Connections

21st Century Skills: 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

CRP6. Demonstrate creativity and innovation.

SEL Self-Management- Recognize the skills needed to establish and achieve personal and educational goals.

Math- K.CC.A.1. Count to 100 by ones and tens. (Counting characters in a story and comparing them to other books.)

Kindergarten: Language Arts Curriculum

Reading Unit 5: Reading Informational Texts		Time: April-May	Standards:
Essential Questions <ul style="list-style-type: none">• How do readers learn about their world from reading informational texts?• What is the difference between fiction and informational text?• Why do authors write informational text?	Enduring Understandings <ul style="list-style-type: none">• I can read the words and look at the pictures of informational text to learn new things.• I can tell the difference between fiction and informational.• I can tell why the author wrote an informational text.		<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>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>

Kindergarten: Language Arts Curriculum

Benchmark Assessment(s)

- After reading a text about chicks/eggs, SWBAT draw a picture of the animal doing something from the text and write a question s/he has about what was read. (Example: Student wanted to know why chicks have beaks. The student could then draw the chick pecking at the their egg and write “Why do chicks peck their eggs?”). All students will share their picture and question with tablemates. One student shares while other students listen and collaboratively discuss why the author had chicks peck their eggs, for example. Teacher observes and add to discussion to help students. Rotate until all children have shared. (RI.K.1; RI.K.7; RI.K.8; RI.K.10)
- SWBAT identify the role of the author and illustrator. Use a checklist to assess student’s knowledge regarding the roles of the author and illustrator. (RI.K.6)
- After listening/reading (ex. Listening Center), SWBAT draw the main idea about the text. Students will share their illustration with a partner and discuss at least two key details from the text. The teacher will use a checklist to assess this benchmark. (RI.K.2)
- After reading two texts about the same topic such as a Chicken Aren’t the Only Ones , SWBAT discuss with a peer what was similar about the books and what was the different and write sentences starting with: These texts were similar because _____. and These texts were different because _____. The teacher will use a checklist to assess this benchmark. (RI.K.9)

Other Assessments

- ✓ Teacher observations
- ✓ DRA
- ✓ Guided Reading anecdotal notes
- ✓ Student work from literacy centers

Materials

- Informational texts in classroom library as well as in student book boxes
- Big Book Bears
- Checklist or other form of record keeping
- Two informational texts on the same topic

SUGGESTED ACTIVITIES

- During reading mini-lessons, introduce and model the following comprehension strategies. Have students practice the strategy during independent work.
 - Identify author’s message
 - Drawing Conclusions
 - Determine importance
- As a whole-class, make a T-Chart for the anchor chart on differences between fiction and informational texts.
- Use Venn Diagrams to compare and contrast information from two texts.
- Play Simon Says using parts of the book. “Simon says point to the title!”
- Students make their own book jacket to wrap on top of the cover after reading a book but NOT looking at the real cover.
- After reading an information text with the whole class, pass a ball around and have children share something that s/he learned or ask a question about the text.
- Journal writing- students draw a picture and write a sentence(s) about how two books on the same topic are the same and different.
- Sort books from book boxes into two categories- Fiction and Informational

REINFORCEMENT

- Use smaller group sizes for struggling students for guided reading and other activities.
- Avoid having the student discuss the text in a large group.
- Give student prompts to initiate and extend discussion about the text.
- Use lower level questioning before higher leveling questioning. (ex. “Who, What, Where, When” questions yield a more concrete answer and “Why, How” questions involve more inferencing and can be difficult for a struggling student).
- Re-read stories before asking a student to do a post-reading activity such as draw the main idea.
 - Provide appropriate text level to avoid frustration.

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- Make Wow! books using a few pieces of paper and have students write things that were learned after reading an informational text.

ENRICHMENT

- Research more information on that topic using an ipad.
- Use higher level questioning (“Why/ How” questions involve more inferencing and can provide a challenge).
- Provide appropriate text level to challenge the reader.
- Have the students write their own informational book on a known topic and read it to another class.

Suggested Websites

- <https://jr.brainpop.com/readingandwriting/>
- <https://www.abcmouse.com/home#abc/reading>
- www.discoveryeducation.com
- <http://www.the-best-childrens-books.org/teaching-language-arts.html>
- <http://www.scholastic.com/parents/resources/article/reading-activities/nonfiction-reading-kids-love>
- <http://kids.nationalgeographic.com/>
- <http://www.readingrockets.org/books/nonfiction-for-kids>

Suggested Materials

- Chickens Aren’t the Only Ones
- How Do Birds Find Their Way?
- Chickens
- A Bird is a Bird
- From Egg to Robin
- Whose Nest?
- Arbor Day
- Earth Day
- A Tree is a Plant
- How DO Plants Grow?
- TFK book Plants
- From Tadpole to Frog
- Frog or Toad?
- TFK Frogs!

Cross-Curricular Connections

21st Century Skills-9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

SEL Self-Management- Recognize the skills needed to establish and achieve personal and educational goals.

Math- K.MD.B.3- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Sorting Books by topic.)

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Reading Unit: Author & Illustrator Studies		Time: May-June	Standards:
Essential Questions <ul style="list-style-type: none"> • What is an author? • How does <i>knowing why</i> the author wrote a text help me? 		Enduring Understandings <ul style="list-style-type: none"> • I know what authors do. • I can think about the choices the author made when s/he wrote the book. 	<p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</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>W.K.7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>Other standards addressed: RL.K.7, RI.K.8, RL.K.7, RL.K.9, RI.K.6, RI.K.7</i></p>
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ SWBAT write and make a poster all about the author in a small group. Students can use the internet and biographies in the book with an adult to help find more information about the author. Students can include a fact about the author and something they like or dislike about the author's work. Posters can include illustrations of the author's books, characters from the author's books, or the author. (RL.K.6; W.K.7) ➤ During small group activity such as guided reading, monitor and record when a student comes to an unknown word and asks a question regarding it in both fictional and informational text. Keep a checklist or anecdotal notes to record if/how the student met the following standards. (RL.K.4; RI.K.4) 		Other Assessments <ul style="list-style-type: none"> ✓ Teacher observations ✓ DRA ✓ Discussions on author/illustrator ✓ Student work from literacy centers 	Materials <ul style="list-style-type: none"> • Set of books by the same author (Example: Kevin Henkes, Eric Carle, Mo Willems)

Kindergarten: Language Arts Curriculum

SUGGESTED ACTIVITIES

- During reading mini-lessons, introduce and model the following comprehension strategies. Have students practice the strategy during independent work.
 - Identify author's message
 - Drawing Conclusions
- Have an Illustrator Study and have students read the books from a collection by the same illustrator. Research information about the illustrator.
- Compare characters from the different books.
- Research as a class information about the author.
- Write a letter to the author.
- Make a step book showing the characters from a few different books (Example: An Eric Carle step book could include a hungry caterpillar on one page, a grouchy ladybug on another, and a busy spider on the other and label).
- Draw illustrations just like the illustrator of the book. (Example: Mo Willems uses lines to show movement so students could look through his books and then draw something in their picture that is moving with the lines.
- Write using the author's craft. (Example: Kevin Henkes uses a lot of describing words in his books. After looking through his books, students write using many describing words.)
- Visit the author websites to gain more information about him/her.
- Students dress up as a character from one the author's books.
- Have students pretend they are the author and write a book (approx. 3 pages) that could be added to the set.
- Invite a guest author to come to class.
- Celebrate the author's birthday if it is sometime during this unit.

REINFORCEMENT

- Use smaller group sizes for struggling students for guided reading and other activities.
- Give student prompts to initiate and extend discussion about the text.
- Use lower level questioning before higher leveling questioning. (ex. "Who, What, Where, When" questions yield a more concrete answer and "Why, How" questions involve more inferencing and can be difficult for a struggling student).
- Re-read stories before asking a student to do a post-reading activity such as write like the author.
- Provide appropriate text level to avoid frustration.
- Break tasks down into chunks.
- Have the student work with others to complete a larger task.

ENRICHMENT

- Have students write their own stories just like the author.
- Use higher level questioning ("Why/ How" questions involve more inferencing and can provide a challenge).
- Provide appropriate text level to challenge the reader.
- Have the students write about their favorite author and why.
- Have the fluent reader read the story instead of the teacher reading aloud.
- Have the student research more information using the ipad and share with the class regarding the author in the study.

Suggested Websites

- <http://readyteacher.com/books-by-kevin-henkes/>
- <http://www.storylineonline.net/>
- http://www.janbrett.com/activities_pages_artwork.htm
- <https://jr.brainpop.com/readingandwriting/authors/>
- <http://www.slimekids.com/authors/>
- <http://people.ucalgary.ca/~dkbrown/authors.html>
- <http://www.the-best-childrens-books.org/teaching-language-arts.html>

Suggested Materials

- Display with author's books.
- Print out pictures of the author to add to the display
- Stuffed characters from the author's book
- Props that are included in the books
- Technology such as Smartboard or ipad

Cross-Curricular Connections

21st Century Skills 9.4.2.DC.2: Explain the importance of respecting digital content of others.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

SEL Self-Awareness- Recognize one's feeling and thoughts.

Math- K.MD.B.3- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Kindergarten: Language Arts Curriculum

Writing Unit: Launching Writer’s Workshop	Time: September-October	Standards:
Essential Questions <ul style="list-style-type: none">• What is Writer’s Workshop?• How can we become writers?• How can we write our ideas?• How can we share our ideas?	Enduring Understandings <ul style="list-style-type: none">• I can tell others my thoughts by writing them down.• I can write for others to read.• I can use letters to match to the sounds in a word.• I can use spaces to separate words.• I can use pictures and words to tell ideas.• I can share my stories.	<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.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. A. Print many upper- and lowercase letters.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><i>Other standards addressed: W.K.2, W.K.6, SL.K.1, SL.K.2, SL.K.3, SL.K.4</i></p>

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Benchmark Assessment(s)

- SWBAT complete a journal writing to answer “What did you do over the summer?” by thinking, drawing, and writing (Writing could be the first letter such as “s” for swimming) and share in small group or whole-class. Student should call on one volunteer to respond with a question or comment. Writing should include the use of upper and lower case letters. Teacher will use anecdotal notes to assess benchmark. (W.K.3; W.K.5; W.K.8; SL.K.5; SL.K.6; L.K.1.A)
- SWBAT identify real-life words in the school by going on a PETE LOVES SCHOOL tour around the building finding places such as the library, bathroom, cafeteria, etc.) (L.K.5.C)
- SWBAT Capitalize the first word in a sentence and the pronoun “I” when completing a journal writing. (L.K.2.A)
- SWBAT sort writing tools into categories in caddies or bins and label. (L.K.5.A)

Other Assessments

- ✓ Teacher observations/conference notes
- ✓ Collection or writing pieces for Writing Portfolio
- ✓ Writing Conferences
- ✓ Journal writing pieces
- ✓ Class discussions on writing

Materials

- Variety of writing paper (no lines, lines, half and half)
- Student writing journals
- Variety of writing and illustrating tools
- Mentor texts
- Chart paper/posters for anchor charts

SUGGESTED ACTIVITIES

- Whole-Class Mini Lessons on:
 - Environmental Print
 - Using Materials
 - Working Independently
 - Putting Ideas on Paper with Pictures and Words
 - Leaving Spaces between words
 - Stretching Out Words
 - Doing Your Best
 - Adding Details
 - Capitalize the first word in a sentence and the pronoun I.
 - Telling a story by using I
 - Using Post-its to mark off where the writer stopped and using a date Stamp
 - How to share writing pieces
- Make and anchor chart about routines and procedures for Writing Workshop and practice. (See Suggested Materials for examples)
- Daily writing in student journals
- Special holiday/seasonal writing on SPECIAL paper
- Go outside with clipboards to write
- Go on a Writing Hunt around the school to find different types of writing
- Share writing with peers in the class or share with other classes
- Personalize Writing Portfolios to make them special and fun

REINFORCEMENT

- Create smaller conferencing groups or work one-on-one with a struggling student.
- Break writing task into smaller chunks.
- Write for the student by having him/her generate and say the idea and the teacher writes the word or writes using hand-over-hand method
- Provide samples for students
- Seat students close to the word wall and more capable students.

ENRICHMENT

- Encourage student to continue writing to create a story.
- Have the student be the teacher and teach what s/he knows to peers
- Have the student choose from a variety of topics
- Peer-peer editing

Kindergarten: Language Arts Curriculum

- Magnetic letters for word building
- Write the Room literacy center
- Handwriting literacy center with playdoh, shaving cream, slates and chalk, magnaboard, or ipad

Suggested Websites

- <https://jr.brainpop.com/readingandwriting/>
- <http://www.the-best-childrens-books.org/teaching-language-arts.html>
- <http://www.readwritethink.org/parent-afterschool-resources/grade/kindergarten/>
- <http://www.starfall.com/>
- <https://kids.usa.gov/play-games/reading-and-writing/index.shtml>
- <http://www.jumpstart.com/parents/worksheets/grade-based-worksheets/preschool-worksheets/writing>
- <https://www.youtube.com/watch?v=JqaZvfnfo7k> (Writer's workshop Kindergarten video for teacher)

Suggested Materials

Anchor Charts:

Good Writers: Think, Draw, Write, Add Details
 Why Writers Write
 Writing Workshop Time
 Parts of a Writer
 I Can Write About...

Spacemen

Alphabet chart(s)

Vowel Charts

Post-Its

Date Stamp

Stamps

Samples of teacher writing and samples of student learning

Heidi's Songs Sing and Spell

Mentor texts such as:

Rocket Learns to Write

Ralph Tells a Story

Stuck (Writer's Block)

The Friend (Why Writers Write)

Little Red Writing Hood

Arthur Writes a Story

What Do You Do With an Idea

Farm Animals (Units of Study Mentor text)

Creak! Said the Bed (Units of Study Mentor text)

Lines That Wiggle

Pete the Cat Loves School w/School tour cards

Cross-Curricular Connections

21st Century Skills: 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

CRP6. Demonstrate creativity and innovation.

SEL Self-Awareness- Recognize one's feeling and thoughts.

Math- K.MD.B.3- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

(Identify previous student writing pieces by type of writing- narrative, opinion, persuasive)

Kindergarten: Language Arts Curriculum

Writing Unit: Writing for Readers (Narratives)		Time: November-January	Standards:
Essential Questions <ul style="list-style-type: none">• How can I share my story with others?		Enduring Understandings <ul style="list-style-type: none">• I can draw and write about my story.• I can read my story to others.• I can have others read my story.	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT write phonetically (by using letter-sound relationships) a 1 page story telling about 1 events that happened and share with the class. Students will use frequently occurring nouns and verbs with the correct affixes –ed –s –ing) in their writing piece. (W.K.3; L.K.1.B; L.K.2.C; L.K.2.D; L.K.4.B)➤ After a mini lesson on plural noun endings and reading an informational book about Penguins, SWBAT orally share at least one learned fact and while using the correct ending to plural nouns. Teacher can use a checklist or other form of record keeping to note if and how the student met this standard. (L.K.1.C; L.K.1.F; L.K.4.B)		<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>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">B. Use frequently occurring nouns and verbs.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).F. Produce and expand complete sentences in shared language activities. <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none">B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word. <p><i>Other standards addressed: SL.K.1, R.F.K.1, R.F.K.2, R.F.K.3, W.K.8</i></p> Other Assessments <ul style="list-style-type: none">✓ Teacher observations/conferencing notes✓ Portfolio writing pieces✓ Conferences✓ Student journals✓ Class discussions✓ Writing rubrics Materials <ul style="list-style-type: none">• Variety of writing paper (no lines, lines, half and half)• Student writing journals• Variety of writing and illustrating tools• Mentor texts• Chart paper/posters for anchor charts	

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SUGGESTED ACTIVITIES

- Whole-Class Mini Lessons on:
Using I when telling a story.
Ending punctuation
Stretching sounds when saying a word
Writing more than one sentence.
Revising and editing writing
Using a Writer's Checklist
Using a Vowel Chart
Using the word wall
Partners ask questions to help a reader add more
Plural endings
Speech balloons
- Interactively write a 3-page story using the mimio
- Whisper a verb to a volunteer to act out. Peers try to guess what the verb is that the student is doing.
- Students use post-its to walk around the room and label (phonetically) things in the room.
- Have students write letters to Santa
- Have students write letters to a partner
- Have students draw a big heart and inside draw all the things they love (pizza, family, going hiking, swimming, beach, etc.) and use this as a reference for when students are stuck with what to write about
- Use photographs to show a setting and have students write a narrative about themselves at that place (i.e. the beach)
- Magnetic letters for word building
- Write the Room literacy center
- Handwriting literacy center with playdoh, slates and chalk, magnaboard, or ipad
- Create sticker stories- students choose a few stickers to put in their picture, illustrate around it, and then write their story

REINFORCEMENT

- Create smaller conferencing groups or work one-on-one with a struggling student.
- Break writing task into smaller chunks.
- Write for the student by having him/her generate and say the idea and the teacher writes the word or writes using hand-over-hand method
- Provide samples for students
- Seat students close to the word wall and more capable students.

ENRICHMENT

- Encourage student to continue writing to create a longer story.
- Have the student be the teacher and teach what s/he knows to peers
- Have the student choose from a variety of topics
- Peer-peer editing

Suggested Websites

- <http://www.the-best-childrens-books.org/teaching-language-arts.html>
- <https://jr.brainpop.com/readingandwriting/>
- <http://www.the-best-childrens-books.org/teaching-language-arts.html>
- <http://www.readwritethink.org/parent-afterschool-resources/grade/kindergarten/>
- <http://www.starfall.com/>
- <https://kids.usa.gov/play-games/reading-and-writing/index.shtml>
- <http://www.jumpstart.com/parents/worksheets/grade-based-worksheets/preschool-worksheets/writing>
- www.youtube.com (search Writer's workshop Kindergarten video for teacher)

Suggested Materials

- Mo Willems Pigeon books for speech balloons
- *A Chair for My Mother* for great leads
- *Owl Moon* for great leads
- Books with simple text such as Joy Cowley and Bill Cosby
- *Koala Lou* demonstrating ending a story with a feeling
- *Thank You, Mr. Faulker*
- *Diary of a Fly*
- *The Best Story*
- *Come On, Rain!*
- *My Rotten, Redheaded Older Brother*
- *When Lightening Comes in a Jar*

Kindergarten: Language Arts Curriculum

Cross-Curricular Connections

21st Century Skills: 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGl.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

CRP6. *Demonstrate creativity and innovation. (With writing pieces)*

SEL Self-Awareness- *Recognize the importance of self-confidence in handling daily tasks and challenges. (Writing challenges)*

Math- K.MD.B.3- *Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Identify previous student writing pieces by type of writing- narrative, opinion, persuasive)*

Kindergarten: Language Arts Curriculum

Writing Unit: How-To Books	Time: February-March	Standards:
Essential Questions <ul style="list-style-type: none"> • What is a How-To Book? • How can I write to teach others? 	Enduring Understandings <ul style="list-style-type: none"> • I can draw pictures with labels and write steps to tell readers how to do something. 	<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>E. Produce and expand complete sentences in shared language activities.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p> <p><i>Other standards addressed: W.K.2, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</i></p>
Benchmark Assessment(s) <ul style="list-style-type: none"> ➤ During a Shared Reading activity of <u>Yummy Yucky</u>, SWBAT act out the words and then the antonym to words given in the text. The teacher will use checklist/anecdotal notes to assess this benchmark. (L.K.5.B; L.K.5.D) ➤ SWBAT write and draw with labels to teach readers how to do something. Student can illustrate and write the title on the computer using SmartNotebook to print out as the cover and share their books with peers. Teacher will look for correctly used prepositions (e.g., to, from, in, on, off, for, with). (W.K.2; W.K.6; L.K.1.E) 		Other Assessments <ul style="list-style-type: none"> ✓ Teacher observations/conference notes ✓ Portfolio writing pieces ✓ Conferences ✓ Class discussions Materials <ul style="list-style-type: none"> • Smartboard/Mimio/computer • Anchor charts • Graphic Organizers • Mentor text: <u>My First Soccer Game</u> • <u>Good News Bad News</u> (opposites) • <u>Yummy Yucky</u> (Opposites) • <u>SkippyJonJones Up & Down</u> (Opposties)

Kindergarten: Language Arts Curriculum

SUGGESTED ACTIVITIES

- Model have students practice brainstorming and how to record their ideas (words or quick pictures) before they begin their rough draft.
- Model and encourage students to use transition words such as First, Next, Then, Last
- Create Hat sentences with Dr. Seuss
- Play Simon Says with Prepositions (e.g. “Simon says sit ON your chair. Simon says take your pencil OFF the desk.”)
- Students take a stuffed animal and put it somewhere in the room then write a sentence on a sentence strip about the stuffed animal such as “The teddy bear is by the door.” or “The dog is on the table.”
- Write a mini book report about a zoo animal. Students will choose an animal, look through informational books with peers and teachers, and write at least two facts about the animal in a teacher-made book report format.
- Use Peanut Butter and Jelly book and have students use real paper cut outs of the bread, jelly, peanut butter, and knife to practice doing the steps to make a sandwich. Then have students write about it.
- Play Opposites Bingo

REINFORCEMENT

- Break assignment into smaller tasks
- Give extra time for students to write How-To book
- Help the students by writing some of the word FOR the students and helping him/her write on his/her own
- Allow students to make a two-step HOW-TO, instead of three
- Check graphic organizers before students begin writing

ENRICHMENT

- Encourage student to write a HOW-TO book with more than 3 steps
- Have the student use a dictionary to look up the correct spelling of words used in writing
- Have the students help others and BE the teacher
- Use peer-to-peer editing

Suggested Websites

- www.brainpopjr.com (search How TO Writing)
- <http://www.the-best-childrens-books.org/teaching-language-arts.html>

Suggested Materials

- Anchor charts such as:
 - How to Write a How-To Book: 1. Brainstorm Ideas, 2. Zoom in on One, 3. Write steps in order, 4. Publish
 - What Can I Write About?: Paint a picture, Build a tower, Plant a flower, Build a snowman, Brush your Teeth
- Texts:
 - [How to Babysit a Grandpa](#)
 - [How to Clean Your Room](#)
 - [How to Sneak Your Monster into School](#)
 - [How to Surprise a Dad](#)

Cross-Curricular Connections

21st Century Skills: 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)

CRP11. Use technology to enhance productivity. (Adding illustrations or digital covers)

SEL Self-Awareness- Recognize the importance of self-confidence in handling daily tasks and challenges. (Writing challenges)

Math- K.MD.B.3- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Identify previous student writing pieces by type of writing- narrative, opinion, persuasive)

Kindergarten: Language Arts Curriculum

Writing Unit: Persuasive Writing of All Kinds		Time: April-June	Standards:
Essential Questions <ul style="list-style-type: none">• What is the difference between an opinion and a fact?• How can share my opinion with others?		Enduring Understandings <ul style="list-style-type: none">• I can draw and write about how I feel and what I think to persuade someone.• I know what persuade means.	<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., <i>My favorite book is...</i>).</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>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><i>Other standards addressed: L.K.4</i></p>
Benchmark Assessment(s) <ul style="list-style-type: none">➤ After a shared reading of “Who Lives in the Sea” big book, or other informational text, SWBAT to choose two animals from the text “Who Lives in the Sea”? and write his/her opinion about how they are similar (e.g., Dolphins and Whales both need to breathe air.) (W.K.1, W.K.8, R.I.K.3)		Other Assessments <ul style="list-style-type: none">✓ Teacher observations/conference notes✓ Portfolio writing pieces✓ Conferences✓ Class discussions	Materials <ul style="list-style-type: none">• Mentor texts that show opinions/persuasions• Anchor charts

Kindergarten: Language Arts Curriculum

SUGGESTED ACTIVITIES

- Define and give examples of persuasion.
- Show students examples of commercials on the Smartboard and discuss what it is they are trying to persuade viewers of.
- After the teacher reads a sentence, students point their finger if it is a fact, or point their head if it is an opinion.
- Create Opinion Anchor charts
- Students write a letter to the principal stating their opinion about the school. (e.g., “I think we should get a pool at the school because _____.”)
- After reading Click Clack Moo, students write a letter to Farmer Brown asking him for something and why they deserve.” or “I think we should not have homework because _____.”
- After reading The Pigeon Wants a Puppy, students write a letter to the Pigeon, “Dear Pigeon, I think you should (not) get a Walrus because _____.”
- After reading I Wanna Iguana, students write a letter to their parents asking for a pet and their opinion as to why they should get one. Send the letters home in an envelope.
- Make an anchor chart of the Pigeon’s Wants and Needs and continue to add to it as you read more Pigeon books by Mo Willems.

REINFORCEMENT

- Write some of the student’s ideas FOR the student and help the student write the rest on his/her own.
- Have a peer be the teacher to help the struggling student.
- Provide examples at student’s desk.
- Check work frequently to be sure s/he is on the right track.
- Give plenty of examples of opinion and persuasion before beginning any activity.

ENRICHMENT

- Encourage the student to use a dictionary to check spelling of words (if s/he is interested)
- Have the student share his/her letter with another class if done early.
- Have the student be the teacher to other students that need help.

Suggested Websites

- Information for teachers: <http://readingrecovery.org> (search Opinion Writing)
- www.brainpopjr.com (search for Writing a Letter)
- www.youtube.com (search for toothpaste or toy commercials)
- www.youtube.com (Click Clack Moo)

Suggested Materials

- Anchor Charts
- Smartboard/Mimio
- Texts:
 - Click Clack Moo, Cows that Type
 - Hey, Little Ant
 - The True Story of the Three Little Pigs
 - I Wanna Iguana
 - Can I Have a Stegosaurus Mom?
 - The Pigeon Wants a Walrus
 - Don’t Let the Pigeon Stay Up Late

Cross-Curricular Connections

21st Century Skills 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

CRP4. Communicate clearly and effectively and with reason.

SEL Self-Awareness- Recognize the importance of self-confidence in handling daily tasks and challenges. (Writing challenges)

Math- K.MD.B.3- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Identify previous student writing pieces by type of writing- narrative, opinion, persuasive)