

Reading Unit: Young Readers Explore the Wide World of Books in their Community	Writing Unit: Launching Writing Workshop
Unit Overview: There are three goals for students in this unit: children love reading, children learn how to read, and children learn to build relationships around books. As teachers will welcome students into the world of school they will be confident and think of themselves as readers. They will have authors they love, books they call favorites, and friends to share their experiences. They will explore letters and sounds through the Letterland program and begin to understand how words are used along with pictures to tell stories or teach about new ideas and concepts.	Unit Overview: This unit is designed to introduce kindergarten students to the structure and routines of writing workshop and how to put their thoughts and ideas down on paper using pictures and words. It will begin with helping students come up with a topic, draw it, and then do their best approximation of writing.
Reading Unit: Readers Think, Talk and Read in Community	Writing Unit: Kindergarten Personal Narratives: Telling Your Stories in Pictures and Words
Unit Overview: In this unit students will grow a deeper understanding of a story, a stronger sense of the language in text, and a desire to want to read themselves. They will think more deeply about characters and plot. They will have private reading time and partner time to have more in depth conversations about what they are thinking when they read books. They will begin to see connections between stories, characters and plots and begin to share these ideas with partners. Students will see how letters and sounds work in isolation but more importantly in text. There is a focus on the difference between letters and words and pointing to words in print when reading. Students will build on their knowledge in Unit 1 by now looking more closely at how the pages of a book go together to tell a whole story. They will come to understand that they can creatively reenact stories in a variety of ways (retells, plays, puppets, etc.)	Unit Overview: This is a three week unit designed to build on the narrative writing kindergarteners have done in the previous unit.

Reading Common Core Standards:

Note: Focus Standards on Elementary Report Card are bolded.

Foundational Reading Skills

RFK.1a Demonstrates understanding of the organization and basic features of print: Follow words from left to right, top to bottom, and page by page.

RFK.1b Recognize that spoken words are represented in written language by specific sequence of letters.

RFK.1d Demonstrate understanding of the organization and basic features of print. Recognize and name all upper and lower case letters in the alphabet.

RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.

Craft and Structure

RL.K.5 Recognize common types of texts.

RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.

RL.K.7 With prompting and support, **describe** how the words and illustrations work together to tell a story.

RI.K.5 **Identify the front cover, back cover, and title page of a book.**

Range of Reading and Level of Text Complexity

RL.K.10 **Actively engage in group reading activities with purpose and understanding.**

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Writing Common Core Standards:

Note: Focus Standards on Elementary Report Card are bolded.

Text Types and Purposes:

W.K.2 Use a combination of drawing, **dictating**, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.

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 with guidance and support, provide a reaction to what happened.

- a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.

Research to Build Present Knowledge

WK.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

SL.K.1 Participate in collaborative conversations with **diverse partners** about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions.

Presentation of Knowledge and Ideas

SLK.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SLK.4- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SLK.5- Add drawings or other visual displays to descriptions as desired to provide additional detail.

The standards below may be observed and assessed within any content area throughout the day.

Language	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. L.K.5 With guidance and support from adults, explore nuances in word meanings. a. Sort common objects into categories to gain a sense of the concepts the categories represent. c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
Speaking and Listening	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail (understand that pictures and words work together and details can be added to make it better).