

Kindergarten Integrated Curriculum- Unit 1 Relationships

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1A,D RL.K.3 RI.K.5 RF.K.2A RL.K.5 RI.K.10 RF.K.4A,B RL.K.6 RL.K.7 RL.K.10	Primary Focus Standards: W.K.2 W.K.3 W.K.5	Primary Focus Standards: SL.K.1A SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1B,D,E L.K.5A L.K.6
	Text Type: <ul style="list-style-type: none"> Literary 	Writing Focus: <ul style="list-style-type: none"> Narrative writing Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> Small & whole group discussion through guided oral discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar when writing or speaking
	Science	Social Studies		
	Primary Focus Standards: K-ESS2-1.4.1 K-ESS2-2.4.2 K-ESS3-1.4.1 K-LS1-1 K-PS2-1.PS2.A.1 K-PS2-1.PS2.A.1 K-PS2-1.PS2.B.1 K-PS2-1.PS2.B.2 K-PS3-2.6.1	Primary Focus Standards: SOC.6.3.4.CS1 SOC.6.3.4.CS2 SOC.6.3.4.CS3 SOC.6.3.4.CS4 SOC.6.3.4.CS5		

Kindergarten Unit 1			
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills	Where standards are taught
RL.K.1. With prompting and support,	RI.K.1. With prompting and support, ask and answer	<ul style="list-style-type: none"> Ask and prompt who, what where, when, why and how regarding details of a text 	RW:U1W1-W9

ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ● Answer when prompted and use key details from the text ● Ask and answer questions about key details when prompting with who, what, where, when, why and how ● Determine what key details are in a text ● Understand what key details are ● Ask and answer questions about key details, with support 	<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day I was so Mad I Wish I Were An Owl How Do Apples Grow Pumpkin Circle Creepy Carrots Scarecrow</i>
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.		<ul style="list-style-type: none"> ● Provide a description of characters in a story using key details. ● Provide a description of the setting of a story using key details. ● Provide a description of the major events in a story using key details. 	RW:U1W1-W9 <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day I was so Mad I Wish I Were An Owl How Do Apples Grow Pumpkin Circle Creepy Carrots Scarecrow</i>
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	RI.K.5. Identify the front cover, back cover, and title page of a book.	RL.K.5: <ul style="list-style-type: none"> ● Recognize common types of texts (e.g., a story, an information book, a poem and other forms of text) 	RW:U1W1-W9 <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day I was so Mad I Wish I Were An Owl How Do Apples Grow Pumpkin Circle Creepy Carrots Scarecrow</i>
		RI.K.5: <ul style="list-style-type: none"> ● Identify the main print concepts/features of a book (e.g., front cover, back cover, title, etc) 	RW:U1W1-W9 <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day I was so Mad I Wish I Were An Owl How Do Apples Grow Pumpkin Circle Creepy Carrots</i>

			<i>Scarecrow</i>
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.		<ul style="list-style-type: none"> ● Identify the author and illustrator of a story ● Explain the role of the author and illustrator in creating the text 	RW:U1W1-W9 <i>Alexander and the Terrible,</i> <i>Horrible, No Good, Very</i> <i>Bad Day</i> <i>I was so Mad</i> <i>I Wish I Were An Owl</i> <i>How Do Apples Grow</i> <i>Pumpkin Circle</i> <i>Creepy Carrots</i> <i>Scarecrow</i>
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).		<ul style="list-style-type: none"> ● Identify key illustrations of a story ● Make clear the relationship between the illustrations and the story or text ● Describe how the illustrations explain the story or text, with support 	RW:U1W1-W9 <i>Alexander and the Terrible,</i> <i>Horrible, No Good, Very</i> <i>Bad Day</i> <i>I was so Mad</i> <i>I Wish I Were An Owl</i> <i>How Do Apples Grow</i> <i>Pumpkin Circle</i> <i>Creepy Carrots</i> <i>Scarecrow</i>
RL.K.10. Actively engage in group reading activities with purpose and understanding.	RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ● Participate in group reading activities ● Articulate the purpose of the group reading activities ● Model and develop engaging reading habits that lead to reading texts independently 	RW:U1W1-W9 <i>Alexander and the Terrible,</i> <i>Horrible, No Good, Very</i> <i>Bad Day</i> <i>I was so Mad</i> <i>I Wish I Were An Owl</i> <i>How Do Apples Grow</i> <i>Pumpkin Circle</i> <i>Creepy Carrots</i> <i>Scarecrow</i>
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.A. Follow words from left to right, top to bottom, and page by page. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.		<ul style="list-style-type: none"> ● Understand basic print features <ul style="list-style-type: none"> – Books have a correct position – Print has specific directionality – Print has meaning and is made up of letters ● Track text left to right, top to bottom and page by page ● Name all upper and lower case letters 	RW:U1W1-W9 <i>Alexander and the Terrible,</i> <i>Horrible, No Good, Very</i> <i>Bad Day</i> <i>I was so Mad</i> <i>I Wish I Were An Owl</i> <i>How Do Apples Grow</i>

		<i>Pumpkin Circle</i> <i>Creepy Carrots</i> <i>Scarecrow</i>
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words.	<ul style="list-style-type: none"> Recognize the differences in syllables, sounds and phonemes (cat, bat,fat) Identify and produce rhyming words 	RW:U1W1-W9 <i>Alexander and the Terrible,</i> <i>Horrible, No Good, Very</i> <i>Bad Day</i> <i>I was so Mad</i> <i>I Wish I Were An Owl</i> <i>How Do Apples Grow</i> <i>Pumpkin Circle</i> <i>Creepy Carrots</i> <i>Scarecrow</i>
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills . RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding.	<ul style="list-style-type: none"> Demonstrate the ability to use meaning, visuals, and structure to read emergent reader text fluently with understanding Demonstrate the ability to use meaning, visuals, and structure to read on- level text fluently with understanding 	RW:U1W1-W9 (leveled text) <i>Scholastic library of leveled books</i> <i>Books from reading A-Z website</i>
Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills	Where standards are taught
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.	<ul style="list-style-type: none"> Draw tell, write about topics that is well known Name what is being written about Supply additional information about the topic 	How Writer's Work: Immersion 2, 3, 5 Generating Ideas 1 Drafting Revise Publish
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.	<ul style="list-style-type: none"> Tell, draw and write a story about something that happened Show what happens first Put the pages in order Tell what happens last 	How Writer's Work: Immersion 1, 3, 4, 5 Generating Ideas 1-3 Drafting Revise
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) .	<ul style="list-style-type: none"> Add details to written stories Turn and talk to reflect on writing Use writing partners and teacher conferences to strengthen writing 	How Writer's Work: All Lessons
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills	Where standards are taught

<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<ul style="list-style-type: none"> ● Participate in a variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts 	<p>-Read alouds -Small group instruction -Peer partners -Turn and talk -Literacy Learning Centers</p> <p>How Writer's Work: All Lessons A- All Lessons</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>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification 	<p>-Read alouds -Small group instruction</p> <p>How Writer's Work: All Lessons</p>
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them 	<p>-Read alouds -Small group instruction</p> <p>How Writer's Work: All Lessons</p>
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about an experience 	<p>-Morning Meeting discussion -Read alouds -Small group instruction</p> <p>How Writer's Work: All Lessons (except Edit)</p>
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<ul style="list-style-type: none"> ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to add detail 	<p>-Read alouds -Small group instruction -Literacy learning centers</p> <p>How Writer's Work: All Lessons (except Selecting and Edit)</p>
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas ● Speak audibly to naturally express ideas 	<p>-Morning Meeting discussion -Read alouds -Small group instruction -Literacy learning centers -Peer partners -Turn and talk</p>

		How Writer's Work: All Lessons
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills	Where standards are taught
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<ul style="list-style-type: none"> Utilize formal grammar and usage of spoken and written standard English Use frequently occurring nouns and verbs correctly Understand and use question words (e.g., who, what, where, when, why, how) appropriately Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) 	<p>RW:U1:W1 RW:U1:W2 RW:U1:W3 RW:U2:W1 RW:U2:W2 RW:U2:W3 RW:U3:W3 RW:U5:W2 RW:U7:W1 RW:U7:W2 RW:U7:W3 RW:U8:W1 RW:U8:W2 RW:U10:W1</p> <p>How Writer's Work: All Lessons</p>
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> Explore word relationships and nuances in word meaning Categorize common objects Sort common objects Draw conclusions about the category representations 	<p>RW:U1:W3 RW:U2:W1 RW:U2:W2 RW:U4:W1 RW:U4:W2 RW:U5:W1 RW:U5:W3 RW:U6:W1 RW:U7:W2 RW:U9:W1 RW:U9:W2 RW:U9:W3 RW:U10:W3</p> <p>How Writer's Work: Immersion 1-5</p>

<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ● Listen, share and read a variety of texts ● Highlight ● Use new words and phrases when writing, reading and responding to texts 	<p>RW:U1:W1 RW:U1:W2 RW:U1:W3 RW:U2:W1 RW:U2:W2 RW:U2:W3 RW:U3:W1 RW:U3:W2 RW:U3:W3 RW:U4:W1 RW:U4:W2 RW:U4:W3 RW:U5:W1 RW:U5:W2 RW:U5:W3 RW:U6:W1 RW:U6:W2 RW:U6:W3 RW:U7:W1 RW:U7:W2 RW:U7:W3 RW:U8:W1 RW:U8:W2 RW:U8:W3 RW:U9:W1 RW:U9:W2 RW:U9:W3 RW:U10:W1 RW:U10:W2 RW:U10:W3</p> <p>How Writer’s Work: All Lessons</p>
<p>Unit 1 Social Studies Standards</p>	<p>Unit 1 Social Studies Critical Knowledge and Skills</p>	<p>Where standards are taught</p>
<p>SOC.6.3.4 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working</p>	<ul style="list-style-type: none"> ● Recognize diversity among people ● Discuss character traits of a good friend ● Demonstrate problem-solving skills 	<p>-Morning Meeting discussion -Read alouds</p>

<p>collaboratively to address the changes that are inherent in living in an interconnected world.</p> <p>SOC.6.3.4.CS1 Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</p> <p>SOC6.3.4.CS2 Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.</p> <p>SOC6.3.4.CS3 Are aware of their relationships to people, places, and resources in the local community and beyond.</p> <p>SOC6.3.4.CS4 Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions</p> <p>SOC6.3.4.CS5 Develop strategies to reach consensus and resolve conflict.</p> <p>SOC6.3.4.CS6 Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</p>		<ul style="list-style-type: none"> ● <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst ● <i>I Was so Mad</i> by Mercer Mayer ● <i>What About Bear?</i> by Suzanne Bloom <p>-Small group instruction -Literacy learning centers -Peer partners -Turn and talk</p>
<p>Unit 1 Science Standards</p>	<p>Unit 1 Science Critical Knowledge and Skills</p>	<p>Where standards Are taught</p>
<p>K-ESS2-1.4.1 Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.</p> <p>K-ESS2-2.4.1 Systems in the natural and designed world have parts that work together.</p> <p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>K-PS2-1.PS2.A.1 Pushes and pulls can have different strengths and directions.</p> <p>K-PS2-1.PS2.A.2 Pushing and pulling on an object can change the speed or direction of its motion and can start or stop it.</p> <p>K-PS2-1.PS2.B.1 When objects touch or collide, they push on one another and change motion.</p> <p>K-PS2-1.PS3.C.1- A bigger push or pull makes things speed up or slow down more quickly.</p>	<ul style="list-style-type: none"> ● Discuss the patterns in the life cycles of animals. ● Discuss the needs of plants and animals ● Discuss the five senses and how they work together to inform humans of their environment and surroundings ● Discuss the use of tools and how tools can be used to change the direction of an object. ● Use tools to solve problems ● The force that is applied to a tool will directly affect the object which the tool is interacting with. 	<p>-Morning Meeting discussion -Read alouds</p> <ul style="list-style-type: none"> ● <i>How do Apples Grow?</i> by Betsy Maestro ● <i>Pumpkin Circle</i> by George Levenson ● <i>Pouch</i> by David Ezra Stein ● <i>Senses at the Seashore</i> By Shelley Rotner ● <i>The Handiest Things in the World</i> By Andrew Clements ● <i>I Love Bugs</i> By Emma Dodd <p>-Small group instruction -Literacy learning centers -Peer partners -Turn and talk</p>

<p>K-PS2-1.2.1 Simple tests can be designed to gather evidence to support or refute student ideas about causes.</p> <p>K-PS2-2.4.1 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.</p> <p>K-PS2-2.PS2.A.1 Pushes and pulls can have different strengths and directions.</p> <p>K-PS2-2.PS2.A.2 Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p> <p>K-PS3-2.6.1 Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.</p>		
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Kindergarten Unit 1 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Test for letter-sound knowledge</p> <p>Anecdotal Notes</p> <p>Running Records</p> <p>Reading Response Journals</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Reading Wonders Comprehension Unit Tests</p> <p>Sight Word Assessments</p> <p>Progress Reports</p> <p>Report Card Assessments</p> <p>Fountas and Pinnell Benchmark Assessments</p> <p>Schoolwide Fundamentals Writing Assessments</p>
District/School Texts	District/School Supplementary Resources
<p>Week 1: Smart Start</p> <ul style="list-style-type: none"> ● <i>Animals in the Park</i> by Bob Barner ● <i>The Ugly Duckling</i> (RW) <p>Week 2: Smart Start</p> <ul style="list-style-type: none"> ● <i>Tikki Tikki Tembo</i> ● <i>Kindergarteners Can</i> (RW) <p>Week 3: Take a New Step</p> <ul style="list-style-type: none"> ● <i>What About Bear?</i> by Suzanne Bloom ● <i>The Lion and the Mouse</i> (RW) 	<ul style="list-style-type: none"> ● Interactive word wall <ul style="list-style-type: none"> ○ Sitton Sight Word List ○ Kindergarten Word Wall Cards- First Hundred ● RAZ Kids ● Literacy Centers

- *I Can* (RW-DT)
- *How to Be a Friend* (RW-DT)
- *Can I* (RW-DT)

Additional Read Aloud Literature for Weeks 1-3:

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

I Was so Mad by Mercer Mayer

I Wish I Were An Owl by Dan Jackson

How do Apples Grow? by Betsy Maestro

Week 4: Take a New Step

- *Pouch* by David Ezra Stein
- *We Can* (RW-DT)
- *The Tortoise and the Hare* (RW)
- *Baby Animals on the Move* (RW)
- *I Can, We Can* (RW-DT)

Week 5: Take a New Step

- *Senses at the Seashore* by Shelley Rotner
- *Sam Can See* (RW-DT)
- *A Feast of the Senses* (RW)
- *I Smell Springtime*
- *Taste of Purple*
- *Rain*

Week 6: Let's Explore

- *The Handiest Things in the World* by Andrew Clements
- *Pam Can See* (RW-DT)
- *Timimoto* (RW)
- *Discover with Tools* (RW)
- *We Can See* (RW-DT)

Week 7: Let's Explore

- *Shapes All Around* By Gare Thompson
- *We Like Tam!* (RW-DT)
- *Kites in Flight* (RW)
- *Find the Shapes* (RW)
- *I Like Sam* (RW-DT)

Week 8: Let's Explore

- *I Love Bugs!* By Emma Dodd
- *Pat* (RW-DT)
- *From Caterpillar to Butterfly* (RW)

<ul style="list-style-type: none"> • <i>Bugs All Around</i> (RW) • <i>Tap!Tap!Tap!</i> (RW-DT) <p><i>Additional Read Aloud Literature for Weeks 4-8:</i></p> <ul style="list-style-type: none"> • <i>Pumpkin Circle</i> by George Levenson • <i>Creepy Carrots</i> by Aaron Reynolds • <i>Scarecrow</i> by Cynthia Rylant <p>Week 9: Going Places</p> <ul style="list-style-type: none"> • <i>How do Dinosaurs Go to School?</i> Jane Toler & mark Teague • <i>Can I Pat It?</i> (RW) • <i>The Boy Who Cried Wolf</i> (RW) • <i>Be Safe</i> (RW) • <i>Tim Can Tip It</i> (RW-DT) 	
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District/School Writing Tasks

<p>Primary Focus</p> <ul style="list-style-type: none"> • Become familiar with their writing environment while learning the routines, rituals, and resources available to them. • Demonstrate an interest in collaborating and sharing thoughts and ideas with their classmates. • Begin to think about the decisions writers make in their writing and the reasons why they make them. • Explore what inspires writers to write. • Recognize the important roles that pictures play when developing or telling a story. • Incorporate techniques they have learned from the mentor texts into their own writing. • Celebrate the newly developed and supportive writing community. 	<p>Secondary Focus</p> <ul style="list-style-type: none"> • Learn about themselves as writers by developing a writing identity. • Listen to published books as a reader and a writer. 	<p>Routine Writing</p> <p><i>This is daily writing or writing that is done several times over a week.</i></p> <ul style="list-style-type: none"> • Personal narrative functional • Journal writing • Reading responses • Word Wall writing activities • Graphic organizers • Writing activities related to word study
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Instructional Best Practices and Exemplars

Guided Reading Assessments:

Develop a plan for instruction based on student need and assessment data. Assessment data including word accuracy analysis, fluency and comprehension begins at Level A using the Fountas and Pinnell Benchmark Assessment System and Teachers College Reading Writing Project Reading Assessments .Beginning at level J words per minute must also be calculated and become part of an instructional plan. The writing about reading section is not optional.

Guided Reading Instruction:

First: Preview the book or text by engaging students in a guided picture walk or discussion about specific parts of the text. Preview essential vocabulary and teach them the meanings of those words.(Approx.5 minutes)

Next: Students read the text silently. While students are reading listen to each student read, taking quick anecdotal notes and conferring with the reader giving quick strategies in word study, comprehension and fluency. (Approx.5 minutes)

After: Once students have read the whole or portion of the text, have a quick discussion about the reading followed by a mini-lesson. This mini- lesson should teach a strategy that will help readers in the group not only for this particular book but for other books as well, the goal here is to teach the reader not the book)(Approx. 10min)

Finally: Send students away to practice what was taught in the mini-lesson.

Read Aloud Instruction: During read aloud the teacher has the text and the students listen and participate in discussion at different points throughout the reading. The books or texts can be below , on or above the reading levels of the class because the teacher is reading and the students are engaged in auditory comprehension. When we read aloud we model an enjoyment and love for reading as well as reading with fluency and prosody. Other comprehension skills can be taught during read aloud as well. There is always a delicate balance that must be achieved between stopping to discuss comprehension , characters etc. and reading aloud without ever stopping to engage students about higher order thinking skills.

Achieving this balance comes with experience as a teacher, the students in your class, and the particular book you are reading .

Shared Reading Instruction: During shared reading both the teacher and the students have a copy of the text. .If the students do not have a copy, then the copy is projected or displayed or is available in a big book format visible to all the students.The books or texts are generally at the grade level for the whole class . When we engage in shared reading we are teaching and modeling various skills, strategies and reading behaviors such as fluency, word study , phonics, grammar and comprehension as well as various features of text both fiction and non-fiction.

During this instructional time students can interact with the text, discuss various portions of the text after they have read it, chorally read sections to help with fluency, read, take notes , write and respond to what is being read.

It is important that these sessions do not become read alouds or sessions of students taking turns reading the text out loud. Students need time to practice reading and interacting with the text, so in shared reading all students should be active participants in the process. Often when students take turns reading out loud others who are not reading either tune out or practice for the part they will be called on to read. Teachers can employ various techniques to manage shared reading time to get optimum participation by the class in the reading.

Independent Reading Instruction: Independent reading is so important in developing lifelong readers. Research is clear on this. The more time students spend independently reading , the better they perform academically.During independent reading students have choices in the texts they read with input form the teacher to guide them as readers and to check for appropriate content. Borrowing the best form reading workshop techniques, the following guidelines should be employed:

- Extensive classroom libraries be part of the classroom

- Students each have book bins where they keep a selection of books that range in levels from independent, instructional and books of high interest to the reader.
- Students should keep reading logs that are grade level appropriate for the task of monitoring students reading.
- During independent reading time the teacher should conference with readers, conduct skills group instruction and/or guided reading instruction, or book clubs. There should always be some time set aside in the literacy block to do one on one conferences with readers.
- Teachers should have knowledge of text bands in order to engage in conversations about the books students are reading even if the teacher has not read the book
- Teachers should control access to the classroom library.
- Rules should be established about when books can be abandoned to move on to another choice.
- Teachers should guided students in making selections to ensure students read various genres in both fiction and non -fiction books.

Classroom Libraries

The common belief among reading professionals is that when a teacher begins a reading workshop format it starts with the classroom library . For independent reading to work like a well oil machined, there needs to be a well organized, well equipped library with a system in place for ongoing use in service of independent reading. Part of our mission as educators is to match readers with books. The following guidelines will help you create and organize a great classroom library:

Libraries should be organized by genre and by guided reading level. It is advisable to place the guided reading level inside books organized by genre. books can be organized in bins or sections on shelves. The following are some genres to choose from:

- Author collections
- Transportation
- Aeronautics and space
- Sports
- Animals
- Character building
- Personal narrative writing
- Poetry
- Family
- Immigration
- World cultures
- Funny/humorous
- Holidays
- Mystery
- Travel
- History
- Realistic Fiction

- Fairy tales and nursery rhymes
- Chapter book series
- Seasons
- Newspapers and magazines
- Big Books
- Biographies Cooking and Crafts
- School life
- Plays and Reader's Theatre scripts
- Teacher Picks
- Student Picks

Libraries should also include books organized by guided reading level. This will help both students and the teacher make choices for independent reading by level not genre which can be beneficial matching a student to books they will be successful reading. The range of levels should not be limited to the guided reading levels for the particular grade the library is in.

- Plan for both below level and above grade level readers when organizing books by level.
- A range of four to five letter levels above and below each grade level text gradient is recommended
- Place each level in a separate book bin
- Label each book for fiction/non-fiction and level

Student Book Bins

Each student should have their own personal book bin or bag. In this book bin would include books at the independent, instructional and student choice books. It is common in kindergarten and first grade to have as many as 8 to 10 books in their bins. Because the books get longer as students move up through the grades ,the numbers of books in each bin often drop so that in 5th grade and above you may see a number closer to 3 or 4.

Classroom Library Management

It is recommended that the teacher be a “gatekeeper” to the library guiding students in book choices and using the student’s reading log as a guide. The library does not need to be open every day because students have book bins and their are rules in place about library use. Various reasons for having a management system in place as well as suggestions are as follows:

- Maintain the organization of the library and book bins within
- Ensure students make thoughtful choices about books and that they read through the books in their bins.
- Have rules set up for the class about abandoning books before they are finished. For chapter books, as an example, it is common to require a student to read at least 60 pages before they abandon the book.
- Teachers can make suggestions for books that might be of interest to the students as well as provide academic support for their reading. An example would be encouraging a student who is having trouble with fluency to have a greater selection of independent level books in their book bin.
- Teacher can also monitor if a student is not getting a variety of genres read. If a student is always reading fiction it is important that the teacher help them make choices that would help them get more experience in non-fiction etc.

- Students should have grade level appropriate reading logs for both in school and at home reading.

Word Walls: Word walls are an integral part of literacy instruction. In best design they are interactive not wallpaper. The word walls should be set up using the following guidelines:

- Enough space should be provided to accommodate approximately 125 words and with the alphabet letter at the top of each column.
- In some cases sentences words or pictures can be added to the cards.
- For grades K-6 the primary focus is using high frequency words developed for each grade level.
- Words are placed on the word wall only after they have been taught.
- For grade K words should be taught at the rate of 4 words per week. For grades 1 through 6 the rate should be 5 or 6 words per week.
- Word walls should be interactive so that students can remove words and bring them to their desks during independent reading and writing.
- For the most common words used by your student writers have multiple copies of the word available. Using a push pin and have the word cards "hang" off the pin works best.
- Model the use of the word wall consistently throughout the year.

Writer's Workshop Basics

The main objective in writing workshop is to teach a short mini lesson on writing followed by giving students ample time to write while you conference with individual writers or sometimes groups of writers.

- 45 minutes is the minimum time you need, 60 minutes is ideal
- Keep your mini lessons short, ten to fifteen minutes.
- All materials should be easily accessible to students
- Students should write with pens
- All work should be dated
- Writing should be kept in student folders, one side "Work in Progress" the other side "Completed Work".
- Students choose the topics they write about within the genre being studied.
- Teacher conferences with students one at a time unless conferencing with a small group who share the same specific need.
- Teacher keeps short anecdotal notes about conference content and dates.
- One or two students are chosen by teacher at the end of the day's workshop to share all or just a small part of their writing.
- Students should always be writing in "stapled books" of 4 to 5 pages. These can be available in an assortment of paper styles appropriate for student needs and grade level.

Architecture of a Writing Conference: Teaching for a Lifetime of Writing

Often referred to as the *heart and soul* of the writing workshop, conferencing with writers is an art. Effective conferencing will be the difference between students who grow as writers in giant steps and those that make only modest gains along the way. Conferencing with individual writers is how we truly differentiate instruction for each writer. Conferencing should be collegial, one writer talking to another not teacher talking to student. There are four phases to a writing conference as researched and developed by the Reading Writing Project at Columbia University.

Research : In this first phase of conferencing the teacher wants to be “present as a reader” reacting to the writing you are hearing or reading by the student with genuine amazement and interest. Often a conference starts with language such as “ what are you working on as a writer today ?” or “How is your writing work going?” While you are engaged in the writing and talking to the student , you are trying to get a sense what the child has done as a writer, and also naming for the student what they are trying to do. “I see you are trying to help your reader keep the story organized by using paragraphs, here you started a new one because there is a change of location in the story.” In this phase of conferencing there are a lot of research questions and dialogue about the writing.

Compliment: Every writer needs encouragement. Let the student know something that he or she is doing well, encouraging them as writers .

Decide: Now it is time to decide whether to accept or alter the student’s plan and to make a decision about how to move this writer forward in their development as a writer. This process is not out loud but happening in the head of the teacher as you research and discuss the writing with the student. Think to yourself, “how can I help this particular writing piece while at the same time helping this particular writer?” There may be many things wrong with the writing but here you are going to pick out one thing and one thing only , so make it count!

Teach: Once the decision is made about what to teach the conference time now resembles more of a mini lesson. As in the min lessons for the day , it is best practice to explicitly tell the students what you will teach them today. “ I notice that you have a few different characters in your story and the setting is important to the story. Good writers can help their readers by crafting leads that give information right away that will help place them in the story. Today I am going to teach you some of the things that great writers include in their leads to help their readers.” In teaching the student a teacher can use demonstration, guided practice and/or explicitly telling or showing.

Some additional best practices when conferencing with writers:

- Always try to go to the student not have the student come to you.
- Although at times you can do group conferences to help all the students in the group who have a common need, conferences are primarily one to one.
- Having a small stool on the classroom that you can maneuver and use to sit down next to the student is advisable.
- Conference about one thing, do not overwhelm the writer.
- Keep a conference log for each student and bring with you to a conference.
- Always bring your writer’s notebook and conference log to a conference.
- Spend about 4 to 5 minutes with each student.
- Record on the conference sheet what you might conference about next time.

Interdisciplinary Connections

✓	Language Arts		Technology
✓	Social Studies	✓	Music
✓	Science	✓	Physical Education/Health
✓	Art		Other:

Within Unit 1: Relationships, there will be many opportunities for the students to learn through interdisciplinary connections. Students will be reading a multitude of stories which are cross-curricular in nature. While studying this unit, students will be learning about the 5 Core Competencies through comparing a character's social and emotional development to their own. These lessons are geared toward building understanding and positive relationships between themselves, each other, and their teachers. This can be portrayed through Writer's Workshop lessons, or in personal journaling, Art, or Music.

Integration of 21st Century Life and Career Standards

Mission: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

12 Career Ready Practices

Link: <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

(Check all those that apply.)

	CRP1.	Act as a responsible and contributing citizen and employee.		CRP7.	Employ valid and reliable research strategies.
	CRP2.	Apply appropriate academic and technical skills.		CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them
	CRP3.	Attend to personal health and financial well-being		CRP9.	Model integrity, ethical leadership and effective management.
✓	CRP4.	Communicate clearly and effectively and with reason.		CRP10.	Plan education and career paths aligned to personal goals
	CRP5.	Consider the environmental, social and economic impacts		CRP11.	Use technology to enhance productivity.

		of decisions			
✓	CRP6.	Demonstrate creativity and innovation.		CRP12.	Work productively in teams while using cultural global competence.
	9.1	Personal Financial Literacy – Link: http://www.state.nj.us/education/cccs/2014/career/91.pdf			
✓	9.2	Career Awareness, Exploration and Preparation – Link: http://www.state.nj.us/education/cccs/2014/career/92.pdf			
	9.3	Career and Technical Education – Link: http://www.state.nj.us/education/cccs/2014/career/93.pdf			