**Kindergarten**

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|  | **Reading Workshop** |  | **Writing Workshop** |
| September | *We Are Readers (1)*  *RL, RI* | September | *Launching the Writing Workshop: Storytelling, Drawing, and Writing\** *N****,*** *I* |
| mid-October | *Emergent Reading: Looking Closely at Familiar Texts (If-Then)\**  *RL* |
| Early November | *Super Powers: Reading with Print Strategies and Sight Word Power (2)* *RL* |
| Mid-November | *Looking Closely: Observing, Labeling, and Listing Like Scientists (Online Resources)\** *N* |
| January | *Bigger Books, Bigger Reading Muscles (3)*  *RL* | January | *Writing for Readers (2)* *N* |
| February | *Persuasive Writing of All Kinds (3)* *O* |
| Late February | *Growing Expertise in Little Books: Nonfiction Reading (If-Then)*  *RI*  |
| Mid-March | *How-To Books: Writing to Teach Others (4)* *RI* |
| April | *Readers Get to Know Characters by Performing Their Books: Bend I (If – Then)\** *RL* |
| Mid-April | *Personal Narrative Writing: Developing Our Stories Further (PPS)\**  *N* |
| May -June | *Becoming Avid Readers (4)\**  *RI, RL* | Late May-June |
| *Music in Our Hearts: Writing Songs and Poetry (If-Then)\**  *P*  |

 **\* Please see page 3**

**Additional Information to Guide Your Instruction**

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| **Codes**  | ***Reading:*** RL – units mainly involving literature; RI – units mainly involving information reading***Writing:*** N – narrative writing; I-information writing; O-opinion writing; P-poetry writing |
| **Timing of the units** |  The months on the calendar indicate when the unit **MUST BEGIN.** Because you will want to adjust your instruction to best fit your students’ needs, you have some flexibility in the teaching of these units. You will have flexibility regarding:* how long you will spend on a particular unit, in the cases where more than one unit is listed in a particular time period
* whether to teach two units one after the other or integrate two particular units simultaneously
* expanding or condensing particular bends of units.

Depending on the needs of your students, different decisions may need to be made, and the first several pages of the *If . . .Then . . .Curriculum* books for both reading and writing, and your literacy coach, will support you as you decide what may work best for a particular group of students.  We have indicated the **MUST START BY** dates to help you pace your instruction to allow all students to experience the same teaching and learning by key points in the year to accommodate students moving, assessment windows, and “fitting it all in.”  |
| **And/Or** | Look across the plan for the year and decide:* to teach two shorter units, one after the other
* to teach one longer unit
* to integrate one of the units as a mini-unit somewhere between other units (e.g. a two-week poetry unit between narrative and information units)
 |
| **Begin right away!** | There is no reason to WAIT to start these units. The first units of study in both Reading and Writing Workshop assume it is the first few days of school. The best day to start teaching the routines for reading and writing is the first day of school! |
| **Mini-units** | Mini-units can be inserted at the end of longer units wherever you have time. For example, you may decide to insert a one-week unit in November on card writing, or a one-week letter-writing unit before beginning *Persuasive Writing*  or a one-week choice genre unit between *How-To* and *Personal Narrative Writing*. Similarly, you may decide to insert an author study between reading units. |
| **Choice** | Consider ways to allow students to choose the genre in which they write periodically. Perhaps a few days before a new unit of study, for the last two weeks of school, the first week of school, or the week after a vacation. Minilessons would focus on selecting an idea then matching it to an appropriate genre, trying a topic across different genres, keeping in mind all that students know about a particular genre, among others. |

**Additional Information About Specific Units**

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| ***Launching the Writing Workshop***  | To launch your writing workshop, we suggest you begin the first week of school with oral storytelling. The resource *Talking, Drawing, and Writing* by Mary Ellen Giacobbe and Martha Horn has some excellent suggestions for beginning this with your kindergarten class. This resource also has some wonderful suggestions for teaching students to draw important parts of their stories. These lessons can be taught before using the resource *Launching the Writing Workshop* (Unit 1)or integrated within the sessions of this resource. Either way, it is crucial to set the foundation for writing by explicitly teaching and engaging students in telling and drawing their own personal stories and knowledge. Please read the unit overview for suggestions on using both instructional resources to launch your writing workshop. |
| ***Emergent Reading: Looking Closely at Familiar Texts*** | Access this unit through the Heinemann online resources. This unit supports more emergent storybook reading, concepts about print, and developing letter/sound correspondence. It will be a nice transition between *We Are Readers* (Unit 1) and *Super Powers* (Unit 2). You can decide how to allocate your time across Unit 1 and this unit, depending on the needs of your students. |
| ***Looking Closely: Observing, Listing, and Labeling Like Scientists*** | This unit has been revised (2016) and begins with observing, drawing, listing, and labeling and ends with students writing simple pattern books. This unit integrates nicely with other parts of the day, such as in the writing center, during interactive writing, science time, or other times of the day when students can observe, sketch, and label. |
| ***Readers Get to Know Characters by Performing Their Books*** | Bend I of this unit leads nicely into *Avid Readers*. First grade teachers will also use this unit in the fall, so it is not necessary to move much beyond Bend I. See the unit overview for suggestions on mentor texts that are appropriate for kindergarten and those that should be reserved for grade 1. |
| ***Personal Narrative Writing: Developing Our Stories Further*** | This unit is intended to support your students in building on earlier personal narrative work to solidify a strong writing foundation for future grades. The intention is that teachers will design a sequence of instruction that best fits their students. The Literacy Coach website has resources to support you with this. You will want to be sure that your students are immersed in personal narrative writing for at least two weeks prior to the Kindergarten Writing Assessment. See the PPS Assessment Calendar for the specific date of this assessment when planning for the timing of this unit.  |
| ***Music in Our Hearts: Writing Songs and Poetry*** | This unit integrates beautifully with the last part of *Avid Readers.* |