**Kindergarten**

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|  | **Reading**  | **Writing** | **Phonics** |
| September | *We Are Readers (1)*  *RL, RI* | *Launching the Writing Workshop: Storytelling, Drawing, and Writing\**  *N****,*** *I* | *Making Friends with Letters (1)* |
| mid-October | *Emergent Reading: Looking Closely at Familiar Texts (If-Then)\**  *RL* | *Show and Tell: From Labels to Pattern Books (New Additional Book, 2018)* *N* | *Word Scientists (2)* |
| Early November | *Super Powers: Reading with Print Strategies and Sight Word Power (2)* *RL*  | *Word-Part Power (3)*  |
| *Launching the Writing Workshop (Book 1, Bend III)* leads into *. . .**Writing for Readers (2)* *N*  |
| January | *Bigger Books, Bigger Reading Muscles (3)*  *RL* | *Vowel Power (4)* |
| Early February | *How-To Books: Writing to Teach Others (3)* *I* |
| Late February | *Growing Expertise in Little Books: Nonfiction Reading (If-Then)*  *RI* | *Playing with Phonics (5)* |
| Mid-March | *Persuasive Writing of All Kinds (4)* *O* | *If…Then…Phonics (Online Resources)* |
| April | *Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books (If – Then)\** *RL*  |
| *Personal Narrative Writing: Developing Our Stories Further (PPS)\**  *N* | *If…Then…Phonics (Online Resources)* |
| May -June | *Becoming Avid Readers (4)*  *RI, RL*  |
| *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 **BEGINS.** 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,
* whether to expand or condense particular bends of units,
* or whether to insert a mini-unit before or after a unit listed on the calendar.

Depending on the needs of your students, different decisions may need to be made, 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/END** 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 *How-To Books* or a one-week choice genre unit between *Persuasive Writing* and *Personal Narrative Writing*. Similarly, you may decide to insert an author study between reading units. Your students may also benefit from a one-week unit based on Bend I of *Readers Get to Know Characters by Performing Their Books (If-Then)* before *Avid Readers.* |
| **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 could 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. We suggest that you only teach Bends I and II of *Launching the Writing Workshop* at this time. You will return to Bend III of this unit after teaching *Show and Tell: From Labels to Pattern Books.* |
| ***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. |
| ***Readers Are Resourceful: Tacking Hard Words and Tricky Parts in Books*** | This unit is intended to support students at the time of year they are increasing the text complexity of books they read. See the Literacy Coach website for more suggestions on planning this unit. |
| ***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 (Google) 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.* |