



English Language Arts Curriculum Guide

Grade K

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Aligned with the May 2016 New Jersey Student Learning Standards for English Language Arts

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Philosophy Statement

The skills and knowledge captured in the New Jersey Student Learning Standards for English Language Arts (NJSLS for ELA) are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read and write text in a way that will help them understand and become effective members of the workforce. Students will learn the necessary skills to become competent, independent readers and writers. Competency in reading and writing naturally leads to success in college, career, and life. The NJSLS for ELA lay out a clear vision of what it means to be a literate person who is prepared for success in the 21st century.

The recursive nature of English Language Arts instruction demands that standards be addressed at many levels and in many units throughout a grade level. Students will need to learn a strategy or skill, for example, and apply it in varying circumstances and within varying levels of text complexity.

The English Language Arts Instructional Block for grades K-5 is comprised of the following:

- *Writer's Workshop*
- *Reader's Workshop*

Components of “Writer’s Workshop”

The “Writer’s Workshop” model recognizes that to achieve maximum success, writing instruction must be differentiated. Units of study support certain types of writing skills. For example, the development of setting during a narrative unit or the development of a coherent argument during an opinion essay unit. Each writing unit moves through the writing process “cycle” of generating ideas, planning, drafting, revising, and editing. Teachers present skills related to each type of writing with each unit taking a prescribed number of days to complete. Sometimes parents wonder where and how grammar and punctuation lessons “fit” into “Writer’s Workshop”. These lessons occur during the editing phase of each unit.

Mini-Lesson (approximately 10 minutes)

During the mini-lesson segment, a teacher models a specific writing skill or strategy. For example during a unit on research, a teacher might show how a student can create a certain tone by the words the student selects. If students are arguing that stingrays should be a protected species, we may use words like “majestic” or “magnificent” in their essays. Though these words aren’t technically a part of the argument, they help to set a favorable tone for the stingray.

Independent Writing and Conferring, Small Group Instruction, and/or Assessments (approximately 20-25 minutes)

Following the mini-lesson, students will research, note-take, and/or write independently for 20-25 minutes. They may also use this time for peer revision and/or peer editing. While students work, they may apply the strategy that was just presented by the teacher, or perhaps apply another previously taught strategy from their writing “toolkits.”

Conferring is the core of the “Writer’s Workshop”. Teachers will meet with each student approximately one time per week. During this time, teachers are able to determine the student’s understanding of strategies that have been recently taught and/or teach a new skill specific to that child’s needs. For one writer, that skill might involve learning to “stretch out” an important moment in a story; for another, it might involve showing how to move through time with more subtlety (rather than, “the next day...the day after that...”). Naturally, the lesson depends on the student’s skill level as a writer in that particular unit. It is important to note that a student may be particularly strong in one area (for example, fiction), while struggling in another.

A teacher may also be facilitating a small group lesson. If a number of students are struggling with a similar skill – for example, “use of quotations”, then the teacher can form a small group together and re-teach the lesson to support their understanding.

Students are assessed both formally and informally throughout the school year. Informal assessments include writing conferences, small group conversations, and teacher observations. Formal assessments include strategy-checks, writing notebook collections, quizzes, the collection of writing folders (which contain drafts, revisions, and edits), and final publications. Students are assessed on all elements of the writing process, not simply the final product.

Share (approximately 5-7 minutes)

Following the block of time allotted for independent writing, teachers will have a “share.” During this time, students can share their glows (successes) or struggles (grows) with a particular strategy. These shares are often instructional in nature. For example, a teacher may have taught a mini-lesson showing how to use a timeline as one tool to plan a narrative. During the “share,” a student may show the class how he or she used a storyboard or a mini-book to plan instead. Everyone benefits from this sharing of ideas. Teachers are encouraged to have a “Publication Party” at the end of each unit, giving students the chance to enjoy others' writing, as well as with their parents! This celebration provides an authentic audience for their writing efforts, and acts as powerful motivation for each writer to strive for his or her best.

Components of “Reader’s Workshop”

“Readers Workshop” is a teaching method in which the goal is to teach students strategies for reading and comprehension. The workshop model allows teachers to differentiate and meet the needs of all their students. “Readers Workshop” helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance. It provides students with a supportive environment that involves them in authentic reading experiences that focus on the strengths and needs of individual students. “Readers Workshop” helps students develop strong reading skills through the use of a mini-lesson, shared reading, read aloud, conferencing, independent reading, paired reading, literature response, and sharing. The basic philosophy behind the “Readers Workshop” is to allow students to spend an extended amount of time reading authentic texts that interest them on a daily basis and to provide opportunities to talk about literature. The ultimate goal of a “Readers Workshop” is always to develop life-long passionate readers. “Readers Workshop” helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance.

Read Aloud (10 minutes)

The teacher reads orally and invites active listening and participation from the children. Longer, more diverse, and more complicated texts are selected to provide a rich experience of literature. This provides an excellent opportunity for additional modeling of reading and response strategies. It also offers closure for the reading workshop within the community.

Mini-Lesson (10 minutes)

Lesson topics are determined by the needs of the class as well as the curriculum. Lessons are brief, whole group, and always involve teaching a specific reading skill or strategy. Topics vary, but typically address the following: procedures, literary craft, reading and comprehension strategies, response, and conventions. During a mini-lesson, teachers model for the students a specific reading skill or strategy.

Independent Reading and Conferencing, Small Group Instruction via Guided Reading, Book Clubs, and/or Assessments (20-25 minutes)

As the children select new books or retrieve ones they are still reading from their book boxes, the teacher asks each student what she or he will be reading. This provides an excellent opportunity for a brief conference with every child about her or his reading and the books she or he has chosen. It also provides a reliable assessment tool by which the teacher can monitor self-selection and provide guidance when necessary. Once the children have selected their books and conferred with the teacher, they are expected to read silently and independently. While many primary age children vocalize while reading and may need the support of reading orally with a partner, silent independent reading remains the goal. Silent reading provides the teacher with guaranteed time to meet with individuals and small groups for assessment, guidance, remediation, and enrichment. If a number of students are struggling with a similar skill—say, making predictions based on what we know about a character—then a teacher may form a small group and re-teach the lesson from a different angle. As well, a teacher may form small groups as an enrichment opportunity for strong readers, challenging them with higher-level skills. During a conference, the teacher meets with individual children to talk about their reading and offer brief individual instruction in an informal conversation that may last from 8-10 minutes. Conferences focus on the individual needs of every child, so no two conferences are alike, although the conversation always surrounds books the child has recently been reading. Occasionally, the teacher groups 4 or 5 children according to their instructional needs and forms a book club. The teacher is then able to address these needs with a common text following a lesson structure that involves preparation for reading, independent reading, and response. Most often, book clubs meet

over the course of two or more days. As children become more sophisticated readers, the book club format becomes increasingly independent. Students are assessed both formally and informally throughout the school year. Informal assessments include reading conferences, small group conversations, and teacher observations (i.e.: Does the student consistently choose texts within his/her level of understanding?) Formal assessments include strategy-checks, Reading Journal collections, homework checks, book club conversation reports, quizzes, presentations, and reading tests.

Share (10-15 minutes)

The children are invited to respond to their reading in both oral and written ways. During this time, students can share their successes or struggles with a particular strategy. These shares are often instructional in nature as well. For example, a teacher may have taught a mini-lesson on organizational strategies for note taking from nonfiction text. During the “share,” students may show the class their own note-taking strategies. This helps to increase everyone’s skill repertoire. Every day the children meet with a friend for book talks, brief conversations that share reactions and responses to reading. About once a week, the children write more formal responses in journals or traditional book reviews. The children write independently and freely, although the teacher occasionally provides a prompt to guide the response. Connections between reading and writing are encouraged. Written responses are always shared with peers and the teacher in order to maintain purpose and audience.

“Writer’s Workshop”

- *WriteSteps” (2017)*

“Reader’s Workshop”

- *Journeys (2014)*
- *Houghton Mifflin Harcourt’s Leveled Readers (2015)*
- *Scholastic Fiction Focus Leveled Readers (2010)*

Grade K Writer's Workshop Scope and Sequence

Pacing	Unit # and Title
6 lessons 2 weeks	Unit 1: Getting Ready to Write with WriteSteps
10 lessons 5 weeks	Unit 2a: Narrative Writing
9 lessons 5 weeks	Unit 2b: Narrative Writing & Conferencing
10 lessons 5 weeks	Unit 3a: Narrative Writing with High Frequency Words
9 lessons 4 weeks	Unit 3b: Informative/ Explanatory Writing
10 Lessons 5 weeks	Unit 4: Opinion Writing
6 lessons 3 weeks	Unit 5: Poetry
10 lessons 5 weeks	Unit 6: Research Writing & Revising

Unit #1 Getting Ready for Core Writing

Day and Main Objective	New Focus Skills	Review Focus Skills	Visual Aids
Day 1 Getting Ready for Writing with WriteSteps <ul style="list-style-type: none"> Write letters for most consonant sounds 	*L.K.2c		Student Video: Show This First – Getting Read for Writing with WriteSteps (<i>video length: 5:16</i>) Self Reflection Checklist Kindergartners Are Writers poster Sound Cards
Day 2 Getting Ready for Writing with WriteSteps <ul style="list-style-type: none"> Write letters for most consonant sounds 		*L.K.2c	Pre-Writer Student Sample Kindergartners Are Writers poster Sound Cards
Day 3 Getting Ready for Writing with WriteSteps <ul style="list-style-type: none"> Write letters for most consonant sounds 		*L.K.2c	Early Writer Student Sample Kindergartners Are Writers poster Sound Cards
Day 4 Getting Ready for Writing with WriteSteps <ul style="list-style-type: none"> Write letters for most consonant sounds 		*L.K.2c	Emergent Writer Student Sample Connor’s writing sample Kindergartners Are Writers poster Sound Cards

Day 5 Getting Ready for Writing with WriteSteps <ul style="list-style-type: none"> Write letters for most consonant sounds 		*L.K.2c	Developing Writer Student Sample (Grant's) Sophia's writing sample Kindergartners Are Writers poster Sound Cards
Day 6 Getting Ready for Writing with WriteSteps <ul style="list-style-type: none"> Write letters for most consonant sounds 		*L.K.2c	Transitional Writer Student Sample Arjun's Student Sample Kindergartners Are Writers poster Sound Cards

Unit # 2a Narrative Writing

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
Day 1 Narrative Writing <ul style="list-style-type: none"> Drawing and writing a narrative Printing upper & lowercase letters 	*W.K.3 L.K.1a		Student Video: Show This First – Narrative Writing (Video Length 6:45) Demo Video: Sound Card
Day 2 Narrative Writing <ul style="list-style-type: none"> Drawing and writing a narrative Printing upper & lowercase letters 		*W.K.3 L.K.1a	N/A
Days 3-6 Narrative Writing <ul style="list-style-type: none"> Drawing and writing a narrative Printing upper & lowercase letters Write letters for most consonant sounds 		*W.K.3 L.K.1a L.K.2c	Demo Video: Narrative Writing
Day 7 Narrative Writing <ul style="list-style-type: none"> Drawing and writing a narrative Printing upper & lowercase letters Write letters for most consonant sounds 		*W.K.3 L.K.1a L.K.2c	N/A
Day 8 Narrative Writing <ul style="list-style-type: none"> Drawing and writing a narrative Printing upper & lowercase letters Write letters for most consonant sounds 		*W.K.3 L.K.1a L.K.2c	Student Sample – Anderson Student Sample – 10/11 Student Sample – Vivia (<i>Choose the student sample best for your students.</i>)

Day 9 Narrative Writing <ul style="list-style-type: none"> • Drawing and writing a narrative • Printing upper & lowercase letters • Write letters for most consonant sounds 		*W.K.3 L.K.1a L.K.2c	Demo Video: Narrative Writing Student Sample – 10/24 Student Sample – Kate Student Sample – Khilan <i>(Choose the student sample best for your students.)</i>
Day 10 Narrative Writing <ul style="list-style-type: none"> • Drawing and writing a narrative • Printing upper & lowercase letters • Write letters for most consonant sounds 		*W.K.3 L.K.1a L.K.2c	Rubric Checklist- Unit 2a

Unit #2b Narrative Writing and Conferencing

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
Day 1 Narrative Writing & Conferencing <ul style="list-style-type: none"> Drawing and writing a narrative Printing upper & lowercase letters Write letters for consonant sounds 		*W.K.3 L.K.1a L.K.2c	Student Video: Show This First – Narrative Writing <i>(video length: 4:28)</i> Demo Video: Formal conferencing What to do When I’m Done poster Sound Card poster
Day 2 Narrative Writing & Conferencing <ul style="list-style-type: none"> Drawing and writing a narrative Printing upper & lowercase letters Write letters for consonant sounds 		*W.K.3 **L.K.1a L.K.2c	N/A
Days 3-6 Narrative Writing <ul style="list-style-type: none"> Drawing and writing a narrative Write letters for consonant sounds 		*W.K.3 L.K.2c	N/A
Day 7 Narrative Writing <ul style="list-style-type: none"> Drawing and writing a narrative Write letters for consonant sounds Add spaces between words 		*W.K.3 L.K.2c	Student Writing Sample 11/25 Writing Conferences - poster
Day 8 Narrative Writing <ul style="list-style-type: none"> Drawing and writing a narrative Write letters for consonant sounds Add spaces between words 		*W.K.3 L.K.2c	Kindergarten Writing Checklist Unit 2b

Day 9 Narrative Writing <ul style="list-style-type: none"> • Drawing and writing a narrative • Write letters for consonant sounds 		*W.K.3 L.K.2c	Rubric – for teacher use
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*This standard will be the goal throughout Unit 2b. However, students will not be expected to write about an event and a reaction to the event during this unit.

**The teaching and practicing of this standard is ongoing. It will, however, no longer be listed.

Unit #3a Narrative Writing with High Frequency Words

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
Day 1 Narrative with High Frequency Words <ul style="list-style-type: none"> Nouns and Verbs Prepositions Spell simple words phonetically Drawing and writing a narrative Print many upper and lower case letters Write letters for consonant sounds 	**L.K.1b **L.K.1e L.K.2d	W.K.3 *L.K.1a L.K.2c	Student Video: Show This First – Narrative Writing (<i>video length: 3:44</i>) Demo Video: Conferencing and Publishing Kindergarten Word Wall poster
Day 2-5 Narrative with High Frequency Words <ul style="list-style-type: none"> Drawing and writing a narrative Nouns and Verbs Prepositions Write letters for consonant sounds Spell simple words phonetically 		W.K.3 ***L.K.1b ***L.K.1e L.K.2c L.K.2d	Kindergarten Word Wall poster
Day 6 Narrative with High Frequency Words <ul style="list-style-type: none"> End Punctuation Drawing and writing a narrative Nouns and Verbs Prepositions Write letters for consonant sounds Spell simple words phonetically 	L.K.2b	W.K.3 **L.K.1b L.K.1e L.K.2c L.K.2d	N/A

Day 7 Narrative with High Frequency Words <ul style="list-style-type: none"> • Drawing and writing a narrative • Nouns and Verbs • Prepositions • End Punctuation • Write letters for consonant sounds • Spell simple words phonetically 		W.K.3 L.K.1b L.K.1e **L.K.2b L.K.2c L.K.2d	N/A
Day 8 Narrative with High Frequency Words <ul style="list-style-type: none"> • Capitalization – first word and I • Drawing and writing a narrative • Nouns and Verbs • Prepositions • End Punctuation • Write letters for consonant sounds • -Spell simple words phonetically 	**L.K.2a	W.K.3 L.K.1b L.K.1e L.K.2b L.K.2c L.K.2d	N/A
Day 9 Narrative with High Frequency Words <ul style="list-style-type: none"> • Drawing and writing a narrative • Nouns and Verbs • Prepositions • Capitalization – first word and I • End Punctuation • Write letters for consonant sounds 		W.K.3 L.K.1b L.K.1e L.K.2a L.K.2b L.K.2c L.K.2d	Advanced Preparation: Write each of the high frequency/word wall words on separate index cards
Day 10 Narrative with High Frequency Words <ul style="list-style-type: none"> • Drawing and writing a narrative 		W.K.3 L.K.1a L.K.1b L.K.1e	Rubric Kindergarten Checklist -Unit 3a

<ul style="list-style-type: none"> • Print many upper and lower case letters • Nouns and Verbs • Prepositions • Capitalization – first word and I • End Punctuation • Write letters for consonant sounds • Spell simple words phonetically 		L.K.2a L.K.2b L.K.2c L.K.2d	
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*The teaching and practicing of this standard is ongoing. It will, however, no longer be listed unless it is specifically mentioned in the lesson.

**Students will have exposure to this standard for the next couple of days and will apply it in a later WriteSteps lesson.

***Depending on the high frequency words you choose to include in today’s lesson, you may introduce this standard. However, this will be an introduction of terms; students will not be required to apply the standard.

Unit #3b Informative/Explanatory

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
Day 1 Informative/Explanatory <ul style="list-style-type: none"> Drawing & writing informative text Capitalization – first word and I End Punctuation 	W.K.2	L.K.2a L.K.2b	Student Video: Show this first- Informative Writing (<i>video length: 5:15</i>) Advanced Preparation: a book about the 4 seasons
Day 2 Informative/Explanatory <ul style="list-style-type: none"> Drawing & writing informative text Capitalization – first word and I End Punctuation 		W.K.2 L.K.2a L.K.2b	Demo Video: Informative Writing
Days 3-5 Informative/Explanatory <ul style="list-style-type: none"> Form regular plural nouns orally Drawing & writing informative text Use frequently occurring nouns & verbs Capitalization – first word and I End Punctuation Write letter or letters for consonant & short vowel-sounds Spell simple words phonetically 	**L.K.1c	W.K.2 **L.K.1b L.K.2a L.K.2b L.K.2c L.K.2d	Student Video: Show this first- Informative Writing (<i>video length: 2:42</i>)

Days 6-8 Informative/Explanatory <ul style="list-style-type: none"> • Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). • Drawing & writing informative text • Use frequently occurring nouns & verbs • Form regular plural nouns orally • Capitalization – first word and I • End Punctuation • Spell simple words phonetically 	L.K.1d	W.K.2 **L.K.1b **L.K.1c L.K.2a L.K.2b L.K.2c L.K.2d	Class list of nouns (teacher-created on day 3)
Day 9 Informative/Explanatory <ul style="list-style-type: none"> • Drawing & writing informative text • Use frequently occurring nouns and verbs • Capitalization – first word and I • End punctuation • Spell simple words phonetically 		W.K.2 L.K.1b L.K.2a L.K.2b *L.K.2c L.K.2d	Rubric Kindergarten Checklist – 3b Class list of nouns and verbs (teacher-created on day 3)

*The teaching and practicing of this standard is ongoing. It will, however, no longer be listed unless it is specifically mentioned in the lesson.

**Students will have exposure to this standard for the next couple of days and will apply it in a later WriteSteps lesson.

Unit #4 Opinion Writing

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
Day 1 Opinion Writing <ul style="list-style-type: none"> Drawing & writing Opinion pieces Understand & use question words Recognize and name end punctuation 	W.K.1	L.K.1d L.K.2b	Student Video: Show This First – Opinion Writing <i>(video length: 4:17)</i> Demo Video: Opinion Writing Advanced Preparation: You will need a book to read today that is about a pet (fiction or non-fiction). Student Writing Sample labeled 1-14
Day 2 Opinion Writing <ul style="list-style-type: none"> Capitalize first word in a sentence Drawing & writing Opinion pieces Understand & use question words Recognize and name end punctuation 		W.K.1 L.K.1d L.K.2a L.K.2b	Demo Video: Opinion Writing Advanced Preparation: You will need 2 or 3 books from a specific author or of the same topic (teacher's choice).

Days 3-7 Opinion Writing <ul style="list-style-type: none"> Respond to questions & suggestions from peers Capitalization – first word and I Drawing & writing Opinion pieces Use & understand question words Recognize and name end punctuation 	W.K.5	W.K.1 L.K.1d L.K.2a L.K.2b	Demo Video: Opinion Writing Day 3 Demo Video: Opinion Writing Day 7 Student Writing Samples labeled 3-15, 4-13, and 4-27
Day 8 Opinion Writing <ul style="list-style-type: none"> Produce & expand complete sentences Drawing & writing Opinion pieces Use & understand question words Respond to questions & suggestions from peers Capitalization – first word and I Recognize and name end punctuation 	L.K.1f	W.K.1 W.K.5 L.K.1d L.K.2a L.K.2b	Demo Video: Opinion Writing Advanced Preparation: You will need a book to read about a holiday (teacher’s choice- fiction or non-fiction).
Day 9 Opinion Writing <ul style="list-style-type: none"> Drawing & writing Opinion pieces Use & understand question words Produce & expand complete sentences Respond to questions & suggestions from peers Capitalization – first word and I Recognize and name end punctuation 		W.K.1 W.K.5 L.K.1d L.K.1f L.K.2a L.K.2b	Demo Video: Opinion Writing Advanced Preparation: You will need 2 or 3 books to read today (teacher’s choice- fiction or non-fiction) or 2-3 books to refer back to that you have already read aloud to the class.

Day 10 Opinion Writing <ul style="list-style-type: none"> • Drawing & writing Opinion pieces • Use & understand question words • Capitalization – first word and I • Recognize and name end punctuation 		W.K.1 L.K.1d L.K.1f L.K.2a L.K.2b	Demo Video: Opinion Writing Rubric Kindergarten Checklist-Unit 4
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Unit #5 Poetry

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
Day 1 Poetry <ul style="list-style-type: none"> • Drawing and writing a narrative • Capitalize the first word in a sentence • End punctuation • Write letters for consonant sounds • Spell simple words phonetically 		W.K.3 L.K.2a L.K.2b L.K.2c L.K.2d	Student Video: Show this first-Narrative Writing (<i>video length: 6:45</i>) Demo Video: Poetry <i>Advanced Preparation: Today you will need eleven index cards to display the following the color words: black, blue, brown, gray, green, orange, pink, purple, red, white, and yellow.</i> <i>Advanced Preparation: Today you will model 3-5 sentences with color words.</i>
Day 2 Poetry <ul style="list-style-type: none"> • Drawing and writing a narrative • Capitalize the first word in a sentence • End punctuation • Write letters for consonant sounds • Spell simple words phonetically 		W.K.3 L.K.2a L.K.2b L.K.2c L.K.2d	N/A

Days 3 Poetry <ul style="list-style-type: none"> • Capitalize the first word in a sentence and I • Write letters for consonant sounds 		L.K.2a L.K.2c	Demo Video: Poetry Visual Aid #1 Visual Aid #2 Visual Aid #3 Advanced Preparation: <i>If possible make the copy of Visual Aid #1 and all copies of #2 on legal size paper.</i> Advanced Preparation: <i>Cut Visual Aid #3 into pieces for distribution. Each student will need one.</i>
Day 4 Poetry <ul style="list-style-type: none"> • Drawing and writing a narrative • Capitalize the first word in a sentence and I • End punctuation • Write letters for consonant sounds • Spell simple words phonetically 		W.K.3 L.K.2a L.K.2b L.K.2c L.K.2d	Monster coloring pages Visual Aid #1 Visual Aid #2 Visual Aid #3
Day 5 Poetry <ul style="list-style-type: none"> • Drawing and writing a narrative • Uses nouns and verbs • Capitalize the first word in a sentence and I • End punctuation • Write letters for consonant sounds 		W.K.3 L.K.1b L.K.2a L.K.2b L.K.2c	3 Color Monster coloring pages Visual Aid #1 Visual Aid #2 Visual Aid #3

Day 6 Poetry <ul style="list-style-type: none"> • Antonyms • Capitalize the first word in a sentence and I • Write letters for consonant sounds 	L.K.5b	L.K.2a L.K.2c	Demo Video: Poetry Visual Aid #1 Advanced Preparation: <i>If possible make a copy of Visual Aid #1 onto a legal size piece of heavy paper.</i> Visual Aid #2 Visual Aid #3
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Unit #6 Research Writing and Revising

Day and Main Objectives	New Focus Skills	Review Focus Skills	Visual Aids
Day 1 Research writing and Revising <ul style="list-style-type: none"> Participate in research projects Recall and/or gather information 	W.K.7 W.K.8		Student Video: Show This First - Research Writing (Video Length 4:07) Demo Video: Research Writing and Revising Research Writing Planning Sheet <i>Advanced Preparation: You will need a non-fiction book (teacher's choice) to read today.</i>
Day 2 Research writing and Revising <ul style="list-style-type: none"> Participate in research projects Recall and/or gather information 		W.K.7 W.K.8	Demo Video: Research Writing and Revising Non-fiction book from Day 1 Research writing Planning Sheet
Day 3 Research writing and Revising <ul style="list-style-type: none"> Respond to questions and add details = Revise Produce and expand complete sentences 		W.K.5 L.K.1f	Student Video: Show This First – Research Writing (Video Length 3:53) Demo Video: Research Writing and Revising Revising Poster Revising Person

Day 4 Research writing and Revising <ul style="list-style-type: none"> Respond to questions and add details = Revise Recall and/or gather information Produce and expand complete sentences 		W.K.5 W.K.8 L.K.1f	Demo Video: Research Writing and Revising Student Writing Sample by Libby: <i>Flowers</i>
Day 5 Research writing and Revising <ul style="list-style-type: none"> Participate in research projects Recall and/or gather information 		W.K.7 W.K.8	N/A
Day 6 Research writing and Revising <ul style="list-style-type: none"> Participate in research projects Recall and/or gather information Produce and expand complete sentences Capitalize the first word in a sentence and I End punctuation 		W.K.7 W.K.8 L.K.1f L.K.2a L.K.2b	N/A
Day 7 Research writing and Revising <ul style="list-style-type: none"> Respond to questions and add details = Revise Produce and expand complete sentences 		W.K.5 L.K.1f	Revising poster
Day 8 Research writing and Revising <ul style="list-style-type: none"> Respond to questions and add details = Revise Produce and expand complete sentences 		W.K.5 L.K.1f	Revising Poster One display copy of the teacher modeled research writing from Day 6

Day 9 Research writing and Revising <ul style="list-style-type: none"> • Participate in research projects • Recall and/or gather information 		W.K.7 W.K.8	Kindergarten Writing Checklist
Day 10 Research writing and Revising <ul style="list-style-type: none"> • Explore digital tools to publish writing • Respond to questions and add details = Revise • Produce and expand complete sentences • Capitalize the first word in a sentence and I • End punctuation • Spell simple words phonetically 	W.K.6	W.K.5 L.K.1f L.K.2a L.K.2b L.K.2d	Rubric

Modifications

Special Education:

- Teacher models own writing
- Show additional number of samples/examples
- Provide additional opportunities to practice
- Use individual teacher/student conferences to address student's needs
- Use small group table conferences to address needs
- Develop target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Use graphic organizers to develop key concepts/ideas
- Teach key aspects of a topic. Eliminate nonessential information.

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Encourage self-selection of topics
- Target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Scaffold content-literacy reading
- Allow products to demonstrate student's learning
- Provide on-going feedback

Students at Risk of School Failure:

- Build a relationship
- Allow flexible due dates
- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies
- Build lessons around student interests

Gifted Students:

- Utilize flexible groups-group gifted students with other gifted students or higher-level learners
- Encourage students to explore/research concepts in depth via independent studies or investigations (individual/group)
- Differentiate product assignments. Employ differentiated curriculum to keep interest/motivation high
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment (problem based learning)
- Invite students to explore different points of view on

New Jersey Student Learning Standards Summary

Kindergarten		
Pacing	Unit	WriteSteps Writing and New Jersey Student Learning Standards for English Language Arts
6 lessons 2 weeks	Unit 1: Getting Ready for Core Writing	K.RF.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. K.RF.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. K.L.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
10 lessons 5 weeks	Unit 2a: Narrative Writing	K.RF.1.d. - Recognize and name all upper- and lowercase letters of the alphabet. K.RF.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. K.RF.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. K.W.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. K.L.1.a. - Print many upper- and lowercase letters. K.L.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). K.L.2.d. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
9 lessons 5 weeks	Unit 2b: Narrative Writing & Conferencing	K.RF.1.b. - Recognize that spoken words are represented in written language by specific sequences of letters. K.RF.1.d. - Recognize and name all upper- and lowercase letters of the alphabet. K.RF.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. K.RF.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. K.W.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. K.L.1.a. - Print many upper- and lowercase letters. K.L.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). K.L.2.d. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

10 lessons 5 weeks	Unit 3a: Narrative Writing with High Frequency Words	<p>K.RF.1.b. - Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>K.RF.1.d. - Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>K.RF.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>K.RF.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>K.W.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>K.L.1.a. - Print many upper- and lowercase letters.</p> <p>K.L.1.b. - Use frequently occurring nouns and verbs.</p> <p>K.L.1.e. - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>K.L.2.a. - Capitalize the first word in a sentence and the pronoun I.</p> <p>K.L.2.b. - Recognize and name end punctuation.</p> <p>K.L.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>K.L.5.b. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites</p>
9 lessons 4 weeks	Unit 3b: Informative/ Explanatory Writing	<p>K.W.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.</p> <p>K.L.2.a. - Capitalize the first word in a sentence and the pronoun I.</p> <p>K.L.2.b. - Recognize and name end punctuation.</p>
10 lessons 5 weeks	Unit 4: Opinion Writing	<p>K.W.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., My favorite book is</p> <p>K.W.5. - With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g.; add details).</p> <p>K.L.1.f. - Produce and expand complete sentences in shared language activities.</p> <p>K.L.2.a. - Capitalize the first word in a sentence and the pronoun I.</p> <p>K.L.2.b. - Recognize and name end punctuation.</p>
6 lessons 3 weeks	Unit 5: Poetry	<p>K.RF.1.b. - Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>K.RF.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>K.RF.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>K.W.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>K.L.1.a. - Print many upper- and lowercase letters.</p> <p>K.L.1.b. - Use frequently occurring nouns and verbs.</p> <p>K.L.2.a. - Capitalize the first word in a sentence and the pronoun I.</p> <p>K.L.2.b. - Recognize and name end punctuation.</p> <p>K.L.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>K.L.5.b. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites</p>
10 lessons 5 weeks	Unit 6: Research Writing & Revising	<p>K.W.5. - With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g.; add details).</p> <p>K.W.6. - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>K.W.7. - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>K.L.1.f. - Produce and expand complete sentences in shared language activities.</p>
		<p>1.L.1.b. - Use common, proper, and possessive nouns.</p> <p>1.L.1.f. - Use frequently occurring adjectives.</p> <p>1.L.1.h. - Use determiners (e.g., articles, demonstratives).</p> <p>1.L.1.j. - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.L.2.c. - Use commas in dates and to separate single words in a series.</p> <p>1.L.5.d. - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>

A “Balanced Writing Program” is made up of three components:

1. Modeled writing
2. Shared writing
3. Independent writing

“Modeled Writing” is writing **TO** students

“Shared Writing” is writing **WITH** students

“Independent Writing” is writing **BY** students

What is Modeled Writing?

“Modeled Writing” is a teaching strategy that is designed to teach specific skills to the whole group through the process of the teacher modeling their writing in front of the students.

What Does “Modeled Writing” Look Like?

- Teacher demonstrates writing
- Teacher thinks aloud while writing
- Writing is done in front of the students
- Students observe and listen as the teacher writes
- Teaching points are demonstrated in the context of writing

Why Do “Modeled Writing”?

Just as reading aloud to students provides a good “reading model,” the “writing model” is just as critical when teaching writing.

When modeling writing to students they will learn the following:

- How to set purposes for writing (Why am I writing this and what is it about?)
- Defining the audience (Who do I want to read this?)
- Organizing information
- Using phonics and spelling patterns
- Revising
- Editing

What Is Shared Writing?

“Shared Writing” is another name for Interactive Writing. It is a way of introducing students to writing *through* writing.

What Does “Shared Writing” Look Like?

- Teacher and students write together
- Both teacher and students have input into the content of the writing
- Teacher uses the pen or students share the pen with teacher support
- Skill and strategy lessons are included
- Usually done with the whole class

Why Do “Shared Writing”?

Shared Writing exposes students to different forms of writing. Shared Writing can serve as a tool for helping students accomplish an activity they can’t yet do on their own - it bridges the way to independent writing.

Students will learn the following from “Shared Writing”:

- Writing is a form of communication
- Writing informs others
- Design and format of writing can differ based on the purpose of writing
- That sequence is important
- Writing can be changed and revised
- Writing conventions, such as punctuation, capitalization, and grammar
- How to “stretch out” words to listen for different letters, letter combinations and sounds – phonological awareness
- Concepts of print
- The value of strategies such as rereading to check, confirm, or add to the writing

What Is Independent Writing?

“Independent Writing” is the chance for students to practice what they have learned in “Modeled” and “Shared Writing”.

What Does “Independent Writing” Look Like?

- Students write independently
- Usually this is a time when students write in their writer’s notebook
- While students are independently writing, the teacher uses this time to conference with students
- Students may be doing different things during Independent Writing time – planning, writing, editing, revising, or publishing
- Teacher support is given during writing conferences
- The teacher can use their students’ independent writing pieces to assess progress, and see areas of strength and weakness.
- The teacher can use their students’ independent writing pieces as instructional aids for the whole group

Why Do “Independent Writing”?

“Independent Writing” is the backbone of any writing program. Without it, students would never have a chance to practice the skills needed to become better writers. Without the opportunity to write students wouldn’t have the chance to express themselves and communicate their ideas with the world around them.

Students will learn the following from “Independent Writing”:

- We learn to write by writing
- The more students write the better they become
- Students learn that writing is a form of communication
- Writing can serve as an “outlet” for students’ imagination and provide an avenue for creativity
- With independent writing experiences, students will be able to organize what they want to say, discover the vocabulary with which to say it, use structure in writing it, and strengthen their ability to create pieces of writing that have meaning and voice
- Students learn that writing serves different purposes
- Students become better spellers through writing

- When students reread their writing, whether it's the first time or fifth time, they are increasing their reading skills

Conferencing Tips

- Record the date of each conference so you don't forget to confer with any students.
- Meet with students according to their individual needs.
- Conferences can take place during any stage of the writing process. They do not need to be only after the first draft has been finished, but can occur during planning, drafting, revising, or editing.
- Fit conference time into the independent practice portion of the Writer's Workshop.
- For longer pieces of writing, you may choose to read the writing before class to know what your teaching points will be.
- Redefine your idea of a conference.
 - *It can be 45 seconds long or 5 minutes long.*
 - *It can be held in various locations.*
 - *You can walk over to a student's desk for an individual conference, meet with a small group of students, or meet with one student at a designated table and have another student "on deck."*
- Always be prepared to spread yourself thin; that's the nature of writing conferences.
- Use a common language/repeated terms and phrases:
 - *What would you like to talk about today?*
 - *Is there something you are proud of?*
 - *Is there something you want help with?*
 - *Let me show you how a writer... (spells... a particular word, uses commas, capitalizes proper nouns, etc.)*
 - *One thing writers do, is.... (add dialogue, include figurative language, make sure they use a variety of sentence structures, etc.)*
 - *This is a glow (something done well).*
 - *Here is a grow (something to work on*

Conferencing Materials

Teachers should create a teacher binder or notebook of conferencing materials – the following should be included:

- A class list - to keep track of which students you have conferenced with
- Conferencing Recording Sheets- several copies for each student
- The Grammar Guide- use this to show students examples of various grammar skills during a conference as needed
- Rubrics- reviewing the bullet points can help you choose teaching points

In your conferencing area, cart or bin you should have:

- A “Focus Skills Chart” - hang a piece of chart paper at the beginning of each unit and list the focus skills as they are taught (noted in the lessons); use these to help select teaching points
- Small dry erase board and dry erase markers or demonstration purposes
- Sharpened pencils
- Highlighters
- Sticky notes
- A timer to help keep you from spending too much time with one student or group
- Extra sound cards or privacy folders
- Extra red and blue pens
- Extra paper

Hindering vs. Helping

Question: What is equally important to teaching students how to write?

Answer: Creating a supportive environment in which learners feel confident to develop their writing.

There is no great mystery to promoting writing within your classroom. Just like anything, you learn by doing. Your students learn to write by writing. The more students write, the better they will become. In addition to the frequency of writing, there are several ways you can help expand an average writer to an excellent writer.

Helping

- ✓ Supportive classroom environment
- ✓ Writing is valued and celebrated
- ✓ A regular block of time is assigned for writing
- ✓ Writers know why they are writing and for whom they are writing
- ✓ Having opportunities for free choice writing
- ✓ Writers deciding the length of their writing
- ✓ Knowing what good writing looks like
- ✓ Knowing what good writing sounds like
- ✓ Receiving feedback
- ✓ Having writing tools
- ✓ Presenting writing as a social, not solitary, activity

Hindering

- Alphabetical dictionaries (helpful when editing, hindering during daily writing)
- Solely using writing prompts
- Trying to spell accurately at all times
- Sporadic amounts of writing time
- Insufficient length of writing time

Pre and Post Assessments

Timing of the Pre /Post Assessments

- The pre-assessment for grades 1 -5 should be administered at the end of Unit
- The same prompt will be assigned for both the pre -test and post -test.
- You may suggest that the students write about it differently on the post -test, but that is not necessary.

Directions for Administering the Pre/ Post Assessments

- Read the prompt to your students, but do not prepare them for the topic with any group lessons, such as: reading trade books; having class discussions; or creating a web, map, or any kind of graphic organizer on the topic being assigned.
- Suggest to students that they plan before writing. Do not, however, suggest a type of plan or create a plan as a class.
- This is an un-timed test, designed to be completed in one sitting. If your students need a short break to use the bathroom or stretch, that is fine. However, please limit the writing to basically one class period.
- The students will be provided a space for planning, plus a piece of paper lined on both sides.
- Tell the students that they may use additional sheets of the lined paper, if needed.
- Staple the pages for each student together - the name will only appear on the first page.

Page 1 of all grade levels (except K) will include:

- prompt
- explanation of scoring:
 - *tell about your ideas.*
 - *organize your work with a beginning, middle, and end.*
 - *use details.*
 - *use correct grammar, spelling, punctuation, and capitalization.*
- A blank space at the bottom of the page with this heading:
 - *Use this page to plan before you begin writing.*

Page 2 of all grade levels (except K) is a piece of paper lined on both sides.

Scoring the Pre/Post Assessments

Use the rubrics from Unit 5 to score both the pre and post assessments. Use the Unit 3a rubric to score the Kindergarten assessments. Be sure to score the assessments precisely based on what the students demonstrate in their writing. Remember that the pretest is a baseline that can be used for comparison and to show growth throughout the year.

Kindergarten Pre & Post Writing Prompt:

“Tell about a time when you helped someone.”

Journeys Reading Grade K Unit #1

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Essential Question	<i>What is the same about all families?</i>	<i>Why do we have rules at school?</i>	<i>Why do people have to take care of their pets?</i>	<i>What kinds of work do people do?</i>	<i>How do tools help us do things with our hands?</i>
Whole Group Instruction	Oral Language	Read Aloud Book Building with Dad	Read Aloud Book Friends at School	Read Aloud Book I Have a Pet!	Read Aloud Book Pizza at Sally's	Read Aloud Book The Little Red Hen
	Vocabulary	Words to Know Classify and Categorize Family Words	Words to Know Antonyms	Words to Know Synonyms	Words to Know Classify and Categorize Words for Jobs	Words to Know Synonyms
	Text-Based Comprehension	Target Skill Main Ideas Target Strategy Summarize Big Book What Makes a Family? Connect to the Topic Poems About Families	Target Skill Understanding Characters Target Strategy Infer/Predict Big Book How Do Dinosaurs Go to School? Connect to the Topic "My School Bus"	Target Skill Story Structure Target Strategy Monitor/Clarify Big Book Please, Puppy, Please Connect to the Topic "Different Kinds of Dogs"	Target Skill Text and Graphic Features Target Strategy Analyze/Evaluate Big Book Everybody Works Connect to the Topic "The Elves and the Shoemaker" and "The Lion and the Mouse"	Target Skill Details Target Strategy Question Big Book The Handiest Things in the World Connect to the Topic "Stone Soup"
	Foundational Skills	Phonological Awareness Rhyming Words Fluency Read with Expression	Phonological Awareness Beginning Sounds Fluency Pause for Punctuation	Phonological Awareness Words in Oral Sentences Fluency Reading Rate	Phonological Awareness Words in Oral Sentences Phonics Letter/Sound m/m/ Fluency Pause for Punctuation	Phonological Awareness Words Oral Sentences Phonics Letter/Sound s/s/ Fluency Pause for Punctuation
Small Group Instruction	Vocabulary Reader	Differentiate Sisters and Brothers	Differentiate At School	Differentiate The Puppy	Differentiate Our Jobs	Differentiate Make a Kite
	Leveled Readers	<ul style="list-style-type: none"> ● Visiting Grandma and Grandpa ▲ My Family Pictures ■ When I Was Little ◆ My Family 	<ul style="list-style-type: none"> ● My Backpack ▲ Show and Tell ■ Helping Mr. Horse ◆ Tell All About It 	<ul style="list-style-type: none"> ● My Dog ▲ My Cat ■ Lola, the Muddy Dog ◆ My Pet Cat 	<ul style="list-style-type: none"> ● The Fire Fighter ▲ Selling Things ■ Jobs on the Farm ◆ Let's Sell Things! 	<ul style="list-style-type: none"> ● I Can Do It! ▲ At the Playground ■ Fun with Friends ◆ The Playground
	Differentiate Instruction	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies

Journeys Reading Grade K Unit #2

		Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
	Essential Question	<i>How do our senses help us learn about the world?</i>	<i>How do animals communicate? How do people communicate?</i>	<i>Why do animals move in different ways?</i>	<i>Why do people use wheels?</i>	<i>How do our senses help us learn about the world?</i>
Whole Group Instruction	Oral Language	Read Aloud Book Listen, Listen	Read Aloud Book Amelia's Show-and-Tell Fiesta	Read Aloud Book Jonathan and His Mommy	Read Aloud Book Good Morning, Digger	Read Aloud Book David's Drawings
	Vocabulary	Oral Vocabulary Context Clues	Oral Vocabulary Classify and Categorize Sensory Words	Oral Vocabulary Classify and Categorize Action Words	Oral Vocabulary Synonyms	Oral Vocabulary Classify and Categorize Shape Words
	Text-Based Comprehension	Target Skill Story Structure Target Strategy Summarize Big Book My Five Senses Connect to the Topic Poems About Senses	Target Skill Understanding Characters Target Strategy Analyze/Evaluate Big Book Mice Squeak, We Speak Connect to the Topic "The Fort Worth Zoo"	Target Skill Details Target Strategy Visualize Big Book Move! Connect to the Topic "The Hare and the Tortoise"	Target Skill Text and Graphic Features Target Strategy Question Big Book What Do Wheels Do All Day? Connect to the Topic "Wheels Long Ago and Today"	Target Skill Story Structure Target Strategy Summarize Big Book Mouse Shapes Connect to the Topic "Signs and Shapes"
	Foundational Skills	Fluency Pause for Punctuation Phonological Awareness Blend Onset and Rime Phonics Letter/Sound a/a/ Vowels and Consonants	Fluency Read with Expression Phonological Awareness Blend Segment Onset and Rime Phonics Letter/Sound t/t/ Short a, Long a	Fluency Read with Expression Phonological Awareness Blend Onset and Rime Phonics Letter/Sound c/k/	Fluency Reading Rate Phonemic Awareness Blend Phonemes Phonics Letter/Sound p/p/	Fluency Read with Expression Phonemic Awareness Blend Phonemes Phonics Review
Small Group Instruction	Vocabulary Reader	Differentiate Look at Me!	Differentiate On the Farm	Differentiate Visiting a Park	Differentiate My Bike	Differentiate Our Classroom
	Leveled Readers	<ul style="list-style-type: none"> ● The Market ▲ My Pet ■ My House ◆ Choosing a Pet 	<ul style="list-style-type: none"> ● A Walk in the Woods ▲ At the Zoo ■ Winter Sleep ◆ Visiting the Zoo 	<ul style="list-style-type: none"> ● Let's Climb! ▲ At the Aquarium ■ In the Rain Forest ◆ The Aquarium 	<ul style="list-style-type: none"> ● In the City ▲ The Hay Ride ■ Going Fast ◆ Going for a Hay Ride 	<ul style="list-style-type: none"> ● It's a Party! ▲ The Tree House ■ A Hat for a Cat ◆ Making a Tree House
	Differentiate Instruction	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies

Journeys Reading Grade K Unit #3

		Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
	Essential Question	<i>How does weather change in different months and seasons?</i>	<i>What do animals do when the weather changes?</i>	<i>How do animals use their different body parts?</i>	<i>Where do different animals make their homes?</i>	<i>What can we see in the sky?</i>
Whole Group Instruction	<i>Oral Language</i>	Read Aloud Book Every Season	Read Aloud Book Storm is Coming!	Read Aloud Book A Zebra's World	Read Aloud Book Home for a Tiger, Home for a bear	Read Aloud Book How Many Stars in the Sky?
	<i>Vocabulary</i>	Oral Vocabulary Figurative Language	Oral Vocabulary Classify and Categorize Sensory Words	Oral Vocabulary Context Clues	Oral Vocabulary Classify and Categorize Number Words	Oral Vocabulary Figurative Language Simile
	<i>Text-Based Comprehension</i>	Target Skill Story Structure Target Strategy Summarize Big Book Jump Into January Connect to the Topic "Holidays All Year Long"	Target Skill Conclusions Target Strategy Monitor/Clarify Big Book Snow Connect to the Topic "How Water Changes"	Target Skill Author's Purpose Target Strategy Visualize Big Book What do you Do With a Tail Like This? Connect to the Topic Poems About Animals	Target Skill Cause and Effect Target Strategy Infer/Predict Big Book Turtle Splash! Connect to the Topic "Where Animals Live"	Target Skill Sequence of Events Target Strategy Analyze/Evaluate Big Book What a Beautiful Sky! Connect to the Topic "What Will the Weather Be Like?"
	<i>Foundational Skills</i>	Fluency Pause for Punctuation Phonemic Awareness Blend Phonemics Phonics Letter/Sound a/a/	Fluency Read with Expression Phonemic Awareness Blend Phonemics Phonics Letter/Sound n/n/	Fluency Reading Rate Phonemic Awareness Blend Phonemes/Final Sound Phonics Letter/Sound f/f/	Fluency Read with Expression Phonemic Awareness Blend Phonemes; Isolate Middle Sound Phonics Letter/Sound b/b/	Fluency Pause for Punctuation Phonemic Awareness Blend Phonemes; Isolate Middle Sound Phonics Review Long Vowel /a/a_e
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate Fun in July	Differentiate Animals in the Snow	Differentiate Lots of Birds	Differentiate How Many Ducks?: Story	Differentiate In the Sky; Story
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● October Days ▲ Fun All Year ■ June Vacation ◆ A Year of Fun 	<ul style="list-style-type: none"> ● Winter Vacation ▲ Bears Through the Year ■ No Snow! ◆ Look at the Bears 	<ul style="list-style-type: none"> ● The Pet Show ▲ My Flower Garden ■ In the Desert ◆ Lots of Flowers 	<ul style="list-style-type: none"> ● At the Pond ▲ Splash! ■ Look in the Woods ◆ Four Frogs 	<ul style="list-style-type: none"> ● Look Up! ▲ Rainy Day ■ The Storm ◆ Rain Today
	<i>Differentiate Instruction</i>	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies

Journeys Reading Grade K Unit #4

		Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Essential Question		What kinds of things do scientists study?	How do living things change as they grow?	In what ways is the Atlantic Ocean special?	What kinds of things could happen on a hike?	What do scientists do when they discover something new?
Whole Group Instruction	Oral Language	Read Aloud Book Dear Mr. Blueberry	Read Aloud Book It is the Wind	Read Aloud Book One-Dog Canoe	Read Aloud Book Nicky and the Rainy Day	Read Aloud Book Duck & Goose
	Vocabulary	Oral Vocabulary Classify and Categorize: Science Words	Oral Vocabulary Multiple-Meaning Words	Oral Vocabulary Context Clues	Oral Vocabulary Antonyms	Oral Vocabulary Synonyms
	Text-Based Comprehension	Target Skill Details Target Strategy Summarize Big Book What Is Science Connect to the Topic Benjamin Franklin, Inventor	Target Skill Sequence of Events Target Strategy Infer/Predict Big Book From Caterpillar to Butterfly Connect to the Topic "Anansi and Grasshopper"	Target Skill Author's Purpose Target Strategy Analyze/Evaluate Big Book Atlantic Connect to the Topic Poems About the Sea	Target Skill Cause and Effect Target Strategy Question Big Book Sheep Take a Hike Connect to the Topic "The Three Billy Goats Gruff" and the "The Builder and the Oni"	Target Skill Sequence of Events Target Strategy Visualize Big Book Curious George's Dinosaur Discovery Connect to the Topic "Exploring Land and Water"
	Foundational Skills	Fluency Pause for Punctuation Phonemic Awareness Blend Phonemes/Isolate Middle Sound Phonics Letter/Sound i/i/ Long i, Short i	Fluency Read with Expression Phonemic Awareness Blend and Segment Phonemes Phonics Letter/Sound g/g/	Fluency Read with Expression Phonemic Awareness Blend and Segment Phonemes Phonics Letter/Sound d/d/	Fluency Pause for Punctuation Phonemic Awareness Blend and Segment Phonemes Phonics Letter/Sound d/d/	Fluency Reading Rate Phonemic Awareness Add Phonemes Phonics Review Long Vowel /i/i/ Long Vowel /i/i_e
Small Group Instruction	Vocabulary Reader	Differentiate Camping Under the Stars	Differentiate Bugs!	Differentiate At the Beach	Differentiate Going for a Hike	Differentiate Curious About the Animal Park
	Leveled Readers	<ul style="list-style-type: none"> ● Animals in the Woods ▲ My Yard ■ In the Tree ◆ In My Yard 	<ul style="list-style-type: none"> ● Bug Parts ▲ Find the Bug ■ Rosie and the Bug Jar ◆ Look for Bugs 	<ul style="list-style-type: none"> ● The Sea ▲ Let's Swim ■ By the Sea ◆ Swimming 	<ul style="list-style-type: none"> ● Taking Pictures ▲ Summer Camp ■ Come for a Swim ◆ Fun at Camp 	<ul style="list-style-type: none"> ● Curious George Visits Animals Friends ▲ Curious George and the Hungry Animals ■ Curious George Visits the Woods ◆ Curious George and the Animals
	Differentiate Instruction	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies

Journeys Reading Grade K Unit #5

		Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
	Essential Question	<i>How do musicians work together to make music?</i>	<i>How do things change when someone is growing up?</i>	<i>What steps can someone follow to plant and grow flowers?</i>	<i>How do animals' colors help them survive?</i>	<i>How do people get food from plants?</i>
Whole Group Instruction	<i>Oral Language</i>	Read Aloud Book Simon and Moly plus Hester	Read Aloud Book A Tiger Grows Up	Read Aloud Book Oscar and the Frog	Read Aloud Book Red Eyes or Blue Feathers	Read Aloud Book Bread Comes to Life
	<i>Vocabulary</i>	Oral Vocabulary Multiple-Meaning Words	Oral Vocabulary Antonyms	Oral Vocabulary Context Clues	Oral Vocabulary Classify and Categorize Describing Words	Oral Vocabulary Classify and Categorize Seasons
	<i>Text-Based Comprehension</i>	Target Skill Details Target Strategy Infer/Predict Big Book Zin! Zin! Zin! A Violin Connect to the Topic Poems About Music	Target Skill Story Structure Target Strategy Analyze/Evaluate Big Book Leo the Late Bloomer Connect to the Topic "What Can a Baby Animal Do?"	Target Skill Sequence of Events Target Strategy Visualize Big Book Zinnia's Flower Garden Connect to the Topic "Growing Sunflowers"	Target Skill Details Target Strategy Infer/Predict Big Book Zin! Zin! Zin! A Violin Connect to the Topic Poems About Music	Target Skill Details Target Strategy Infer/Predict Big Book Zin! Zin! Zin! A Violin Connect to the Topic Poems About Music
	<i>Foundational Skills</i>	Fluency Read with Expression Phonemic Awareness Blend and Segment Phonemes Phonics Letter/Sound o/o/Long o, Short o	Fluency Reading Rate Phonemic Awareness Substitute Phonemes Phonics Letter/Sounds Xx/ks/,Jj/j/	Fluency Pause for Punctuation Phonemic Awareness Blend and Segment Phonemes Phonics Letter/Sound Long e, Short e	Fluency Pause for Punctuation Phonemic Awareness Blend and Segment Phonemes Phonics Letter/Sounds Hh/h/,Kk/k/	Fluency Read with Expression Phonemic Awareness Blend and Segment Phonemes Phonics Review Long Vowel /o/o Long Vowel /o/o_e Long Vowel /e/e
Small Group Instruction	<i>Vocabulary Reader</i>	Differentiate Friends	Differentiate Family Fun	Differentiate The Flower	Differentiate The Lion	Differentiate Snack Time
	<i>Leveled Readers</i>	<ul style="list-style-type: none"> ● The Show ▲ Mouse and Bear ■ Kevin and Lucy ◆ Mouse and Bear are Friends 	<ul style="list-style-type: none"> ● Our Family Vacation ▲ A Day at School ■ Good Job, Sam! ◆ Our School 	<ul style="list-style-type: none"> ● The Vegetable Garden ▲ In the Garden ■ A City Garden ◆ The Garden 	<ul style="list-style-type: none"> ● Bugs for Dinner ▲ Feeding Our Pets ■ What Animals Eat ◆ Pets at School 	<ul style="list-style-type: none"> ● The Baker ▲ Apples ■ Making a Mud Pie ◆ We Like Apples
	<i>Differentiate Instruction</i>	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonological Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies

Journeys Reading Grade K Unit #6

		Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Essential Question		Why is it important to try hard?	What is it like to be the youngest in a family?	Why is it important to help your friends?	What do children learn in kindergarten?	What can I do to be a good friend or a good neighbor?
Whole Group Instruction	Oral Language	Read Aloud Book Curious George Makes Pancakes	Read Aloud Book Someone Bigger	Read Aloud Book The Little Engine That Could	Read Aloud Book Baby Brains	Read Aloud Book Pet Show!
	Vocabulary	Oral Vocabulary Antonyms	Oral Vocabulary Classify and Categorize: Places	Oral Vocabulary Context Clues	Oral Vocabulary Figurative Language	Oral Vocabulary Synonyms
	Text-Based Comprehension	Target Skill Conclusions Target Strategy Visualize Big Book Kitten's First Full Moon Connect to the Topic Poems About Trying	Target Skill Compare and Contrast Target Strategy Monitor/Clarify Big Book One of Three Connect to the Topic "Cross-Country Trip"	Target Skill Story Structure Target Strategy Infer/Predict Big Book You Can Do It, Curious George! Connect to the Topic Poems About Things You Can Do	Target Skill Main Idea and Details Target Strategy Question Big Book Look at us Connect to the Topic "The Three Little Pigs"	Target Skill Understanding Characters Target Strategy Summarize Big Book Miss Bindergarten Celebrates the Last Day of Kindergarten Connect to the Topic "Schools Then and Now"
	Foundational Skills	Fluency Pause for Punctuation Phonemic Awareness Substitute Phonemes Phonics Letter/Sound u/u/ Long u, Short u	Fluency Read with Expression Phonemic Awareness Substitute Phonemes Phonics Letter/Sounds l/l/, w/w/	Fluency Pause for Punctuation Phonemic Awareness Substitute Phonemes Phonics Letter/Sounds v/v/, z/z/	Fluency Reading Rate Phonemic Awareness Track Syllables Phonics Letter/Sounds y/y/, q/q/	Fluency Read with Expression Phonemic Awareness Track Syllables Phonics Short Vowel Review Long Vowel /yoo/u_e
Small Group Instruction	Vocabulary Reader	Differentiate I Can!	Differentiate Let's Have Fun!	Differentiate Curious About Playing Ball	Differentiate My School	Differentiate Trip to the Fire Station
	Leveled Readers	<ul style="list-style-type: none"> ● Time for Breakfast! ▲ Things I Can Do ■ Team Work ◆ Things I Like to Do 	<ul style="list-style-type: none"> ● Our Room ▲ My Big Brother Ned ■ Dan and His Brothers ◆ My Brother 	<ul style="list-style-type: none"> ● Up and Away, Curious George! ▲ Curious George Goes for a Ride ■ Curious George and the Newspapers ◆ Curious George Likes to Ride 	<ul style="list-style-type: none"> ● Zoom! ▲ Riding to School ■ Lots of Helpers ◆ Going to School 	<ul style="list-style-type: none"> ● Our Class Band ▲ The Costume Box ■ A Very Nice Lunch ◆ Dressing Up
	Differentiate Instruction	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies	Phonemic Awareness, Words to Know, Fluency, Comprehension, Vocabulary Strategies