

Year at a Glance Units of Study	Kindergarten: Literacy Block
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August	September	October	November	December
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Launching Reading and Writing Workshops	Learning about Books	Personal Narrative
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Reading Workshop: Big Ideas

<ul style="list-style-type: none"> • Learn and use rituals and routines and tools that are respectful of diverse cultures to work independently and with others • Begin to make text-to-self connections based on individual cultures and experiences • Begin to understand concepts of print • Begin to understand comprehension strategies (answer questions) • View themselves as members of a diverse and respectful community of readers • Build oral language and vocabulary 	<ul style="list-style-type: none"> • Use rituals, routines, and tools that are respectful of diverse cultures to work independently and with others • Continue to make text-to-self connections based on individual cultures and experiences • Continue to develop understanding of concepts of print • Begin to understand comprehension strategies (identify important ideas) • View themselves as members of a diverse and respectful community of readers • Build oral language and vocabulary 	<ul style="list-style-type: none"> • Use rituals, routines, and tools that are respectful of diverse cultures to work independently and with others • Continue to make text-to-self connections based on individual cultures and experiences • Continue to develop understanding of concepts of print • Use beginning comprehension strategies to understand a story (retell) • View themselves as members of a diverse and respectful community of readers • Recognize and discuss elements of narrative • Learn and begin to use reading strategies for independent reading • Build oral language and vocabulary
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Writing Workshop: Big Ideas

<ul style="list-style-type: none"> • Learn and use rituals, routines, and tools that are respectful of diverse cultures to work independently and with others • Tell, draw, and write (as best they can) stories from their families, communities, and diverse cultural backgrounds. • View themselves as authors in a diverse and respectful community of writers • Begin to understand common elements of narrative across cultures to tell a story in their drawing/writing • Build oral language and vocabulary 	<ul style="list-style-type: none"> • Use rituals, routines, and tools that are respectful of diverse cultures to work dependently and with others • Tell, draw, and write (as best they can) stories from their families, communities, and diverse cultural backgrounds • View themselves and perform as authors in a diverse and respectful community of writers • Continue to understand common elements of books across cultures to “make stuff” in Writing Workshop • Build oral language and vocabulary 	<ul style="list-style-type: none"> • Use rituals, routines, and tools that are respectful of diverse cultures to work independently and with others • Tell, draw, and write (as best they can) stories from their families, communities, and diverse cultural backgrounds • View themselves and perform as authors in a diverse and respectful community of writers • Demonstrate an emerging grasp of narrative elements in their writing and speaking • Begin to use specific narrative strategies • Build oral language and vocabulary
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Unit “Products”—Students will draw and write (as best they can)

<ul style="list-style-type: none"> • Stories from their lives 	<ul style="list-style-type: none"> • Little books 	<ul style="list-style-type: none"> • Personal narrative
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Resources	<i>Making Meaning; First 30 Days of Readers Workshop, First 30 Days of Writers Workshop, Author Study; Units of Study for Primary Writing; About the Author</i>
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Year at a Glance Units of Study	Kindergarten: Literacy Block
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January	February	March	April	May
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Personal Narrative (continued)	Poetry	Nonfiction Reading and Writing	Author Study	
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Reading Workshop: Big Ideas				
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<ul style="list-style-type: none"> Use rituals, routines, and tools that are respectful of diverse cultures to work independently and with others Begin to make text-to-text connections based on individual cultures and experiences Continue to develop and use understanding of concepts of print Use beginning comprehension strategies to understand a story View themselves as members of a diverse and respectful community of readers Recognize and discuss elements of narrative Learn and begin to use reading strategies for independent reading Use dramatization to increase comprehension 	<ul style="list-style-type: none"> Continue to develop and use understanding of concepts of print Use beginning comprehension strategies (visualization, schema, inference) View themselves as members of a diverse and respectful community of readers Recognize that poems exist in all cultures as a record of human experience Continue to use reading strategies for independent reading Develop an ear for the sound of free verse poetry Build oral language and vocabulary 	<ul style="list-style-type: none"> Continue to develop and use understanding of concepts of print Use beginning comprehension strategies to understand a text (wondering) Recognize and discuss features of nonfiction texts that represent diverse cultures Compare and contrast nonfiction and fiction texts Continue to use reading strategies for independent reading Continue to make text-to-self and text-to-text connections based on individual cultures and experiences Begin to make text-to-world connections based on individual cultures and experiences Build oral language and vocabulary 	<ul style="list-style-type: none"> Continue to develop and use understanding of concepts of print Use beginning comprehension strategies to understand texts (wondering) Continue to make text-to-self, text-to-text, and text-to-world connections based on individual cultures and experiences Compare and contrast books by the same author Continue to use reading strategies for independent reading Build oral language and vocabulary 	
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Writing Workshop: Big Ideas				
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<ul style="list-style-type: none"> Use rituals, routines, and tools that are respectful of diverse cultures to work independently and with others Tell, draw, and write (as best they can) stories from their families, communities, and diverse cultural backgrounds View themselves and perform as authors in a diverse and respectful community of writers Demonstrate an emerging grasp of narrative elements in their writing and speaking Begin to use specific narrative strategies Build oral language and vocabulary 	<ul style="list-style-type: none"> Tell, draw, and write (as best they can) poems that draw from their experiences and observations in their families, communities, and diverse cultural backgrounds View themselves and perform as poets in a diverse and respectful community of writers Build oral language and vocabulary Respond to poems with rituals appropriate to genre 	<ul style="list-style-type: none"> View themselves and perform as authors in a diverse and respectful community of writers Tell, draw, and write (as best they can) nonfiction texts that draw from their experiences and observations in their families, communities, and diverse cultural backgrounds Demonstrate an emerging grasp of nonfiction features in their writing and speaking Begin to use specific nonfiction strategies Explore genres of how-to and all-about nonfiction writing Build oral language and vocabulary 	<ul style="list-style-type: none"> View themselves and perform as authors in a diverse and respectful community of writers Try some of an author's language and illustrations and/or techniques in their own writing Write responses to the text that shows comprehension and makes connections Build oral language and vocabulary 	
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Unit "Products"—Students will draw and write (as best they can)				
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<ul style="list-style-type: none"> Personal narrative 	<ul style="list-style-type: none"> Poems 	<ul style="list-style-type: none"> How-to and all-about texts 	<ul style="list-style-type: none"> Responses to reading 	
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Resources	<i>Making Meaning; First 30 Days of Readers Workshop, First 30 Days of Writers Workshop, Author Study; Units of Study for Primary Writing; About the Author</i>
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