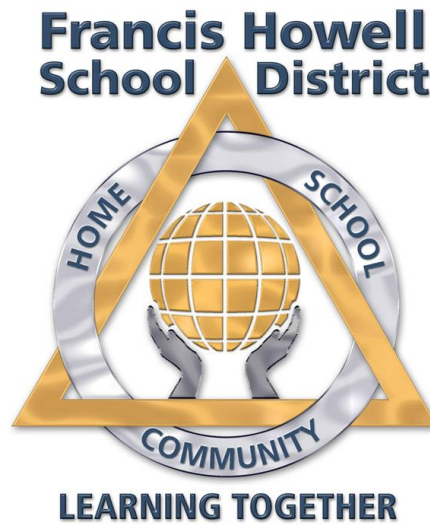


# Kindergarten

## English Language Arts Curriculum



**Board Approved: June 21, 2018**

## **Francis Howell School District**

### **Mission Statement**

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

### **Vision Statement**

Every student will graduate with college and career readiness skills.

### **Values**

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

### **Francis Howell School District Graduate Goals**

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

## English Language Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

### Course Rationale

The FHSD English Language Arts curriculum was created to guide teachers in the implementation of their reading, writing, speaking and listening, and language standards. The curriculum has a focus on reading, writing, language development, speaking and listening. The implementation of the curriculum will develop students' critical thinking skills by helping them analyze texts, develop effective arguments, and write for a diverse audience.

Balanced literacy continues to be the district philosophy for teaching students in reading, writing, and word work. The English Language Arts curriculum will support learners in making and conveying meaning in their reading and writing while becoming more independent in their learning.

### Course Description

Upon the completion of the English Language Arts curriculum, students exhibit increasing capacities of literacy. Students need little assistance in comprehending and evaluate complex texts across a range of types and disciplines and can construct effective arguments and convey information and stories. They can articulate their ideas, build on the ideas of others, and ask relevant questions for clarification. Students demonstrate command of standard English and use a wide range of vocabulary. As they become self-directed learners, students seek out and use resources, including teachers, peers, and print and digital reference materials.

**Units of Study Curriculum Team**

**Curriculum Committee**

Melissa Barth  
Jennifer Beckman  
Samantha Calise-Moody  
Lisa Haffer  
Tracy Happe  
Christie Kolath  
Kim Ostertag  
Kelly Peterson  
Jennifer Plotnitsky  
Rachel Versemann  
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Harvest Ridge  
John Weldon  
Daniel Boone  
Castlio  
Henderson  
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Independence  
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Fairmount  
Warren

ELA, Social Studies, & Health Content Leader  
Director of Student Learning  
Chief Academic Officer  
Superintendent

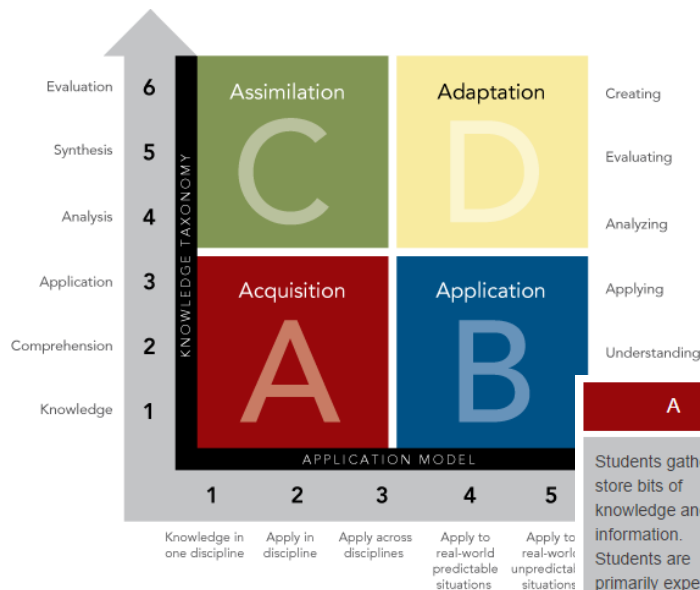
Dr. Carrie Hepburn  
Dr. Chris Greiner  
Nicole Whitesell  
Dr. Mary Hendricks-Harris

## Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

### Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake.

Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include

knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

## ***21st Century Skills***

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

## ***Standards***

Standards aligned to this course can be found:

### **CONTENT AREA Standards**

website

#### **Missouri Learning Standards for Literacy**

<http://www.corestandards.org/ELA-Literacy/>

#### **National Educational Technology Standards**

<http://www.iste.org/standards/standards/for-students-2016>

## Units & Standards Overview

**Semester 1**   **Semester 2**

First Quarter	Second Quarter	
<b>Unit 1:</b>	<b>Unit 2:</b>	<b>Unit 3:</b>
<p><b>Reading: We are Readers:</b> Students will develop the desire to read and believe that they can do it! There are two bends in this unit. Together both bends focus on nonfiction reading and on rereading old favorite storybook reading and rereading. The first bend teaches students that reading is all around them. It invites them to read information texts. They will read, learn about the world books, by reading visuals for information and the different purposes for rereading. The second bend adds in old favorite story books. During this bend, the students will first use the pictures and their words to construct the story. They will moved to using some of the book language to “read” favorite stories with coaching and rereading. Both bends will assist the students in developing concepts of print as well as early reading behaviors and identities.</p> <p><b>Writing: Launching the Writing Workshop:</b> Students will be introduced to the concept of writing workshop and becoming an author. In the first bend they will understand how to think up a topic, to draw it, and then to do their best to write it with words to teach others about their topic. In the second bend the children will learn that they can reread what they have written, realize they have more to say, then make a teaching book. During the third bend, the children will learn to write to capture true stories from their lives(narratives). They will plan out their story across the pages of the book, then add pictures and words to tell the story. They will focus on those “Small Moment” stories. In the last bend, the children will select a few stories to publish and will learn to revise and edit as they make those stories the best they can be. You will introduce children to the checklists to help them make their writing better. They will add details to their writing and they’ll fix up spellings, getting more sounds into their words. We will end the unit with an author’s celebration.</p>	<p><b>Reading: Emergent Reading: Looking Closely at Familiar Texts (FHSD Created)</b> Students will be able to look closely at familiar texts to practice and build their reading skills. Readers will recall everything they know such as looking at the cover, looking at the pictures, and telling the story they see. Students will also learn to match the pictures with the story they are telling and learn how to read with a reading partner.</p> <p><b>Writing: Show and Tell: From Labels to Pattern Books</b> Students will learn about tools and strategies to approximate the words that are most meaningful to them as they develop foundational writing skills, and supports teacher’s front-and-center goal of persuading kids they can write! Kindergarten classrooms will celebrate that students are members of the literacy club!</p>	<p><b>Reading: Super Powers: Reading with Print Strategies and Sight Word Power (FHSD Created)</b> In this unit, students will learn to draw on multiple sources of information--meaning, syntax, and the sounds of letters so that they can begin to use them at the beginning of the words in higher-level books (Levels C and beyond). Students will build on the work they have been doing in emergent storybooks, shared reading, and unfamiliar books with increasing independence. Teachers will place a greater emphasis on looking at the print and developing the concept of one-to-one matching to help students understand that the print conveys meaning. Teachers also invite students to make social connections that are about reading and words.</p> <p><b>Writing: Writing for Readers</b> In this unit, students will learn to write stories that people can really read. They will learn about tools and strategies writers use to make their writing powerful. Through revision, students will learn to make their stories fun to read and prepare their pieces for publication.</p>

PE Assessment:

PE Assessment:

PE Assessment:

**Reading:**

Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.

**Standards Assessed: RL.K.10, RI.K.10**

Mastery Levels:

Kindergarten Reading Level Expectations			
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations
1 <sup>st</sup> Quarter	A	AA	No Concepts of Print
2 <sup>nd</sup> Quarter	B	A	AA
3 <sup>rd</sup> Quarter	C	B	A
4 <sup>th</sup> Quarter	D	C	B

**Reading Benchmark:** Teacher will use reading benchmark and [protocol](#) to assess students on priority standards in reading. **RL.K.1, RI.K.1**

**Writing:** *"I'm really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best small moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have **forty-five** minutes to write this true story over 2 sessions (**teachers you do not have to spend the entire time or even two time frames implementing this assessment, it's available, but remember to do what is best for your students**). You'll need to plan draft, revise, and edit in one setting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:*

- *Make a beginning of your story*
- *Show what happened in order*
- *Use details to help readers picture your story*
- *Make an ending for your story.*

**Standards Assessed: W.K.3, L.K.2**

[Narrative Rubric](#)

**Reading:**

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		<ul style="list-style-type: none"> <li>• <i>Make a beginning of your story</i></li> <li>• <i>Show what happened in order</i></li> <li>• <i>Use details to help readers picture your story</i></li> <li>• <i>Make an ending for your story.</i></li> </ul> <b>Standards Assessed: W.K.3, L.K.2</b> <a href="#">Narrative Rubric</a>	
<b>Third Quarter</b>		<b>Fourth Quarter</b>	
<b>Unit 4:</b>	<b>Unit 5:</b>	<b>Unit 6:</b>	<b>Unit 7:</b>
<p><b>Reading: Bigger Books, Bigger Reading Muscles</b>  Students will use all that they know to grow their reading muscles and become stronger readers. Students will first learn how to tackle more challenging books by recognizing and using patterns to help them. Later, students will focus on letters and sounds to support their reading growth.</p> <p><b>Writing: How-to Books: Writing to Teach Others</b>  Students will use a combination of drawing, dictating, and writing to compose how-to texts in which they name what they are writing and supply some information about the topic. Students will learn that writers not only use writing to tell stories, but they also use writing to teach others how to do things. Students will learn the differences between narrative and how to writing, while having many opportunities to write their own teaching books.</p>	<p><b>Reading: Becoming Avid Readers</b>  This unit, Becoming Avid Readers, begins by exploring the question, ‘What is an <i>avid</i> reader?’ You tell kids that avid readers are people who love reading so much they can hardly bear to stop reading! Kindergarteners will continue to develop their interest and enthusiasm for reading so that it becomes a lifelong love that extends beyond the school walls. In this unit, children will continue to be immersed in the wide world of books and reading--storybooks, information books, poetry, and songs. You will demonstrate in many ways throughout this unit how readers react and problem solve as they are in the midst of any text, while wearing your expectations on your sleeve that every child will become an avid reader. This unit hands over more and more responsibility to the children as they are encouraged to make their own decisions about what to read and how to read with their</p>	<p><b>Reading: Growing Expertise in Little Books: Reading for Information (FHSD Created)</b>  In this unit students will learn to read, think and gain information about the world. This unit emphasizes the importance of learning from books. Students will ponder what their books are about and read closely, searching for new ideas, information and vocabulary. In this unit, readers will think and speak in ways that help them make sense of the familiar and unfamiliar topics they read about in books and to teach others about what they are learning.</p> <p><b>Writing: All About Books (FHSD Created)</b>  In this unit, students will have an opportunity to write about their expertise on a subject. Students will write from their experiences and/ or from shared school experiences. Allow them to find joy in writing to teach about subjects they know a lot about (Pokemon, star wars, etc).</p>	<p><b>Reading: Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books (FHSD Created)</b>  The Readers Are Resourceful unit, sets out to reinforce students’ problem solving and persistence while reading fiction, nonfiction, and poetry. Readers are now reading more challenging texts. Reading strategies that they have used all year long will be applied to solve hard words and to comprehend their books.</p> <p><b>Writing: Crafting Stories Using All We Know About Narrative Writing</b>  This writing unit will focus on true story writing and explore ways to write and revise longer pieces. Writers will compose pieces that are easy to read, and more conventional. Writers will study the craft of a favorite author to help themselves discover ways to craft their writing to make it more exciting and write with increased volume. Writers will</p>

	<p>partners. You will continue to celebrate children's approximations as they work together in reading clubs, giving them supportive and authentic feedback each step of the way. This unit brings all these key elements of learning together and celebrates the increased engagement that emerges as a result.</p> <p><b>Writing: Persuasive Writing of All Kinds</b> In this unit, Persuasive Writing of All Kinds: Using Words to Make a Change, children will write a collection of persuasive writing. We will ask children to look at the world around them in new ways- seeing not just what is, but what could be. Children will learn to reflect on troubles they see and think, "What could make things better?" They will begin by writing signs, songs, petitions, and letters about problems they see in their classroom and their school, and then they address problems they identify in the larger world of their neighborhood. Kindergarteners will be learning to make words to express what they want and they'll learn strategies for convincing an audience. In the second part of this unit, children will be writing persuasive letters and will learn to ask, "Who can help me fix this problem?," in order to persuade people to join their cause. In the third and final part of the unit, children will be given opportunities to work with partners to use all they have learned about persuasive writing to convince others to make a change for a larger</p>		<p>compose fictional pieces and invent new stories and create characters. They will be writing with the audience of future Kindergarten readers in mind.</p>
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PE Assessment:	PE Assessment:	PE Assessment:	PE Assessment:																																																
<p><b>Writing:</b> <i>“Think of a topic that you’ve studied or that you know a lot about. Tomorrow, you will have forty-five minutes to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only one period to complete this, so you’ll need to plan, revise, and edit in one sitting. Write in a way that shows all that you know about informational writing. In your writing make sure you:</i></p> <ul style="list-style-type: none"> <li>• <i>Introduce the topic you will teach about</i></li> <li>• <i>Include lots of information</i></li> <li>• <i>Organize your writing</i></li> <li>• <i>Use transition words</i></li> <li>• <i>Write an ending.</i></li> </ul> <p><b>Standards Assessed:</b> W.K.2, L.K.2 <a href="#">Information Rubric</a></p>	<p><b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student’s F&amp;P reading level.</p> <p><b>Standards Assessed:</b> RL.K.10, RI.K.10 Mastery Levels:</p> <table border="1"> <thead> <tr> <th colspan="4">Kindergarten Reading Level Expectations</th></tr> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td><td>A</td><td>AA</td><td>No Concepts of Print.</td></tr> <tr> <td>2<sup>nd</sup> Quarter</td><td>B</td><td>A</td><td>AA</td></tr> <tr> <td>3<sup>rd</sup> Quarter</td><td>C</td><td>B</td><td>A</td></tr> <tr> <td>4<sup>th</sup> Quarter</td><td>D</td><td>C</td><td>B</td></tr> </tbody> </table> <p><b>Reading Benchmark:</b> Teacher will use reading benchmark and <a href="#">protocol</a> to assess students on priority standards in reading. <b>RL.K.1, RI.K.1</b></p> <p><b>Writing:</b> <i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Starting tomorrow, you will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you’ll have two forty-five minute session to complete this, so you will need to plan, draft, revise, and edit within that</i></p>	Kindergarten Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	A	AA	No Concepts of Print.	2 <sup>nd</sup> Quarter	B	A	AA	3 <sup>rd</sup> Quarter	C	B	A	4 <sup>th</sup> Quarter	D	C	B		<p><b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student’s F&amp;P reading level.</p> <p><b>Standards Assessed:</b> RL.K.10, RI.K.10 Mastery Levels:</p> <table border="1"> <thead> <tr> <th colspan="4">Kindergarten Reading Level Expectations</th></tr> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td><td>A</td><td>AA</td><td>No Concepts of Print.</td></tr> <tr> <td>2<sup>nd</sup> Quarter</td><td>B</td><td>A</td><td>AA</td></tr> <tr> <td>3<sup>rd</sup> Quarter</td><td>C</td><td>B</td><td>A</td></tr> <tr> <td>4<sup>th</sup> Quarter</td><td>D</td><td>C</td><td>B</td></tr> </tbody> </table> <p><b>Reading Benchmark:</b> Teacher will use reading benchmark and <a href="#">protocol</a> to assess students on priority standards in reading. <b>RL.K.1, RI.K.1</b></p>	Kindergarten Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	A	AA	No Concepts of Print.	2 <sup>nd</sup> Quarter	B	A	AA	3 <sup>rd</sup> Quarter	C	B	A	4 <sup>th</sup> Quarter	D	C	B
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	<i>time.</i> <b>Standards Assessed:</b> W.K.1, L.K.2 <a href="#">Opinion Rubric</a>		
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## Unit 1: We Are Readers & Launching the Writing Workshop

<b>Content Area:</b> English Language Arts	<b>Course:</b> Kindergarten	<b>UNIT:</b> We Are Readers (Bk. 1) & Launching the Writing Workshop (Bk. 1)
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<p><b>Unit Description:</b></p> <p><b>Reading:</b> Students will develop the desire to read and believe that they can do it! There are two bends in this unit. Together both bends focus on nonfiction reading and on rereading old favorite storybook reading and rereading. The first bend teaches students that reading is all around them. It invites them to read information texts. They will read, learn about the world books, by reading visuals for information and the different purposes for rereading. The second bend adds in old favorite story books. During this bend, the students will first use the pictures and their words to construct the story. They will move to using some of the book language to “read” favorite stories with coaching and rereading. Both bends will assist the students in developing concepts of print as well as early reading behaviors and identities.</p> <p><b>Writing:</b> Students will be introduced to the concept of writing workshop and becoming an author. In the first bend they will understand how to think up a topic, to draw it, and then to do their best to write it with words to teach others about their topic. In the second bend the children will learn that they can reread what they have written, realize they have more to say, then make a teaching book. During the third bend, the children will learn to write to capture true stories from their lives(narratives). They will plan out their story across the pages of the book, then add pictures and words to tell the story. They will focus on those “Small Moment” stories. In the last bend, the children will select a few stories to publish and will learn to revise and edit as they make those stories the best they can be. You will introduce children to the checklists to help them make their writing better. They will add details to their writing and they’ll fix up spellings, getting more sounds into their words. We will end the unit with an author’s celebration.</p>	<p><b>Unit Timeline:</b></p> <p><b>Reading:</b> 40 days</p> <p><b>Writing:</b> 40 daysCu</p>
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DESIRED Results
<p><b>Transfer Goal - Students will be able to independently use their learning to.....</b></p> <ul style="list-style-type: none"> <li>• Actively engage in a variety of text for multiple purposes.</li> <li>• Effectively write for different purposes and varied audiences.</li> <li>• Effectively communicate and collaborate with peers and adults.</li> </ul>

### Understandings – Students will understand that... (Big Ideas)

1. Fluent readers use a variety of strategies to construct meaning from text.
2. Effective writers use the writing process to produce writing for a variety of purposes.
3. Effective speakers and listeners participate in collaborative conversations.

**Essential Questions: Students will keep considering...**

- Which strategies do we use to figure out words?
- What can we do to help us understand what we are reading?
- What does fluent reading sound like?
- Why do we write?
- Who do we write for?
- What do good writers do?
- What is a conversation?
- What does a good speaker do?
- What does a good listener look like?

Standard	Students will know.....	Students will understand....	Students Will Be Able to.....
RL.K.1	<ul style="list-style-type: none"> <li>• A question is something you ask to gain information or clarify understanding</li> <li>• Questions should be on topic and relevant to the discussion or text</li> <li>• A key detail supports what the story is mostly about</li> </ul>	<ul style="list-style-type: none"> <li>• Readers ask questions while you are reading</li> <li>• Readers answer questions about a text</li> <li>• Asking and answering questions helps us better understand what we are reading</li> </ul>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
RL.K.2	<ul style="list-style-type: none"> <li>• Retelling a story includes talking about the beginning, middle, and end, also the characters and setting.</li> <li>• Events happen in a sequential or chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• Readers understand that there are key details and some are more important than others.</li> <li>• Stories have beginning, middle, and end.</li> </ul>	With prompting and support, retell familiar stories, including key details.
RL.K.3	<ul style="list-style-type: none"> <li>• A character is a person/animal in a story</li> <li>• A setting is where a story takes place</li> <li>• A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Stories will have character(s).</li> <li>• Stories will have a setting(s).</li> <li>• Stories will have at least one major event.</li> </ul>	With prompting and support, identify characters, setting, and major events in a story.
RL.K.4	<ul style="list-style-type: none"> <li>• A text tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Words have meaning.</li> </ul>	Ask and answer questions about unknown words in a text.
RL.K.6	<ul style="list-style-type: none"> <li>• Know the difference between words and illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• How an author and illustrator work together to tell a story</li> <li>• Authors write stories with words that</li> </ul>	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"> <li>add to the illustrations</li> <li>Illustrations add extra support/detail to the words in a text</li> </ul>	
RL.K.7	<ul style="list-style-type: none"> <li>Pictures can tell a story</li> <li>Words can tell a story</li> <li>Words and illustrations can work together</li> </ul>	<ul style="list-style-type: none"> <li>Illustrations convey key details about the story</li> <li>Illustrations support the meaning of the text</li> <li>Illustrations enhance the meaning of a text</li> </ul>	With prompting and support, describe the relationship between illustration and the story in which they appear (e.g., what moments in a story an illustration depicts).
RL.K.9	<ul style="list-style-type: none"> <li>The elements of a story (character, setting, problem, solution)</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences within a text</li> </ul>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>RL.K.10</b>	<ul style="list-style-type: none"> <li>How to read and understand a text independently</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of print</li> <li>Letters have sounds</li> <li>Letters make words</li> <li>Words make sentences</li> <li>Sentences tell a story</li> </ul>	<b>Actively engage in a group reading activities with purpose and understanding.</b>
<b>RI.K.1</b>	<ul style="list-style-type: none"> <li>A question is something you ask to gain information or clarify understanding</li> <li>Questions should be on topic and relevant to the discussion or text</li> <li>A key detail supports the main topic of a story</li> </ul>	<ul style="list-style-type: none"> <li>Readers ask questions about reading</li> <li>Readers answer questions to confirm understanding of reading</li> </ul>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
RI.K.2	<ul style="list-style-type: none"> <li>The main topic of a book is what it's mostly about</li> <li>A key detail supports the main topic</li> </ul>	<ul style="list-style-type: none"> <li>Main topic can be found by attending to the title, pictures and cover of informational text</li> <li>Key details are often repeated, bolded in headings and supported by the pictures</li> </ul>	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	<ul style="list-style-type: none"> <li>Examples of events in text</li> <li>Examples of information(facts) in text</li> </ul>	<ul style="list-style-type: none"> <li>When individuals, events, ideas or pieces of information are related in some way there is a connection</li> </ul>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	<ul style="list-style-type: none"> <li>Text gives information</li> </ul>	<ul style="list-style-type: none"> <li>Words have meaning</li> </ul>	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	<ul style="list-style-type: none"> <li>Know the parts of a book (front cover, back cover, title page)</li> </ul>	<ul style="list-style-type: none"> <li>The difference and purpose of the different parts of a book</li> </ul>	Identify the front cover, back cover, and title page of a book.
RI.K.7	<ul style="list-style-type: none"> <li>Pictures give information</li> <li>Words can give information</li> </ul>	<ul style="list-style-type: none"> <li>The words and pictures provide more information when they are combined.</li> </ul>	With prompting and support, describe the relationship between illustrations and the text in which they appear

	<ul style="list-style-type: none"> <li>Words and illustrations can work together</li> </ul>		(e.g., what person, place, thing, or idea in the text an illustration depicts).
<b>RI.K.10</b>	<ul style="list-style-type: none"> <li>Apply knowledge of phonics to text</li> <li>Gather information from the text</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of print</li> <li>Letters have sounds</li> <li>Letters make words</li> <li>Words make sentences</li> <li>Words and pictures provide information</li> </ul>	<b>Actively engage in group reading activities with purpose and understanding.</b>
RF.K.1	<ul style="list-style-type: none"> <li>A letter represents a sound</li> <li>Letters strung together in a sequence make words</li> <li>Name of the letters.</li> <li>The beginning is where something starts</li> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> <li>A word is something someone says or writes</li> <li>A space is blank between words</li> <li>The location of the top of the page</li> <li>The location of the bottom of the page</li> <li>Right side vs left side</li> <li>Location of the left side of the page</li> </ul>	<ul style="list-style-type: none"> <li>Understand concept of print</li> <li>Specific letter sequence make words</li> <li>Words carry most of meaning</li> <li>Spoken words can be written</li> <li>You read from left to right</li> <li>You read from the top of the page to the bottom</li> <li>Spaces separate words to make reading easier</li> </ul>	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	<ul style="list-style-type: none"> <li>The beginning is where something starts</li> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> <li>The location of the top of the page</li> <li>The location of the bottom of the page</li> <li>Right side vs left side</li> <li>Location of the left side of the page</li> </ul>	<ul style="list-style-type: none"> <li>You read from left to right</li> <li>You read from the top of the page to the bottom</li> </ul>	Follow words from left to right, top to bottom, and page by page.
RF.K.c	<ul style="list-style-type: none"> <li>A space is blank between words</li> </ul>	<ul style="list-style-type: none"> <li>Spaces separate words to make reading easier</li> </ul>	Understand that words are separated by spaces in print
RF.K.1d	<ul style="list-style-type: none"> <li>A letter represents a sound</li> <li>Name of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Difference between upper-and lower case letters</li> <li>Purpose for upper-and lower case letters</li> </ul>	Recognize and name all upper-and lowercase letters of the alphabet.
RF.K.2	<ul style="list-style-type: none"> <li>Rhyming words end with the same sound</li> <li>A syllable is a unit of a word that includes at least one vowel</li> <li>Blending is putting individual sounds together</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words make language/text interesting</li> <li>Words can be broken into parts.</li> <li>Combining individual sounds together to make a word.</li> </ul>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)



	<ul style="list-style-type: none"> <li>Segmenting is taking a word and breaking it apart into syllables or individual sounds</li> <li>An onset is the initial consonant or consonant blend (in a single syllable word) before the vowel</li> <li>A rime is the vowel and any consonants that follow the onset</li> <li>The beginning is where something starts</li> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> </ul>	<ul style="list-style-type: none"> <li>Words can be broken apart by individual sounds.</li> <li>Changing one sound in a word changes the word.</li> </ul>	
RF.K.2a	<ul style="list-style-type: none"> <li>Rhyming words end with the same sound (ex. Slam/jam, night/kite).</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words end with the same sound</li> </ul>	Recognize and produce rhyming words.
RF.K.2d	<ul style="list-style-type: none"> <li>The beginning is where something starts</li> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> <li>Blending is putting individual sounds together</li> <li>Segmenting is taking a word and breaking it apart into syllables or individual sounds</li> </ul>	<ul style="list-style-type: none"> <li>Words can be broken into parts.</li> <li>Combining individual sounds together to make a word.</li> <li>Words can be broken apart by individual sounds.</li> </ul>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
RF.K.3	<ul style="list-style-type: none"> <li>Sight words or high-frequency words are words we need to know automatically</li> </ul>	<ul style="list-style-type: none"> <li>Some words are not able to be decoded</li> <li>There are a group of words that have to be known by sight.</li> </ul>	<ul style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li></li> </ul>
RF.K.3a	<ul style="list-style-type: none"> <li>A letter represents a sound</li> </ul>	<ul style="list-style-type: none"> <li>Each letter is unique</li> </ul>	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
RF.K.3c	<ul style="list-style-type: none"> <li><a href="#">FHSD Kindergarten Sight Words</a></li> </ul>	<ul style="list-style-type: none"> <li>Sight words help me become a reader</li> </ul>	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
<b>RF.K.4</b>	<ul style="list-style-type: none"> <li>Concepts of Print</li> <li>Sight words or high-frequency words are words we need to know automatically</li> <li>A letter represents a sound</li> <li>Sounds</li> <li>Reading Strategies are intentional, deliberate actions a reader takes to accomplish a task or skill</li> <li>Fluency is to read with sufficient speed to support understanding</li> </ul>	<ul style="list-style-type: none"> <li>Readers read for a variety of purposes.</li> <li>Reading fluently helps me understand the story</li> <li>Reading strategies help me understand what I am reading</li> </ul>	<ul style="list-style-type: none"> <li><b>Read emergent-reader text with purpose and understanding.</b></li> <li></li> </ul>

W.K.2	<ul style="list-style-type: none"> <li>• Informative texts informs and explanatory texts explains</li> <li>• Informative/explanatory texts can be told, written, or drawn</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering questions help us research a topic.</li> </ul>	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.
<b>W.K.3</b>	<ul style="list-style-type: none"> <li>• There are different ways to tell a story</li> <li>• Stories can be told, written, or drawn</li> </ul>	<ul style="list-style-type: none"> <li>• Stories have a beginning, middle, and an end</li> </ul>	<b>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.</b>
W.K.5	<ul style="list-style-type: none"> <li>• Good listeners look at the speaker and listen</li> <li>• That constructive feedback can be helpful from a peer.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback helps us improve our writing</li> <li>• Feedback gives a different viewpoint</li> </ul>	With guidance and support from adults, respond to questions and suggestions from peers and add details.
W.K.6	<ul style="list-style-type: none"> <li>• Digital tools can be used for different purposes</li> <li>• Depending on the digital tool depends on how you will use it (e.g., iPad, computer, camera)</li> <li>• There are a variety of digital tools</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of publishing a written piece.</li> <li>• How digital tools can improve a written piece.</li> <li>• The purpose for writing dictates which digital tools will be most helpful.</li> </ul>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
SL.K.1	<ul style="list-style-type: none"> <li>• Classroom expectations for discussion</li> <li>• Kindergarten vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the purpose of having is a conversation is two ways; talking and listening</li> <li>• Understand turn taking (collaborative conversations)</li> </ul>	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2	<ul style="list-style-type: none"> <li>• Key ideas and details are parts of a text that support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>• How to ask a questions for understanding</li> <li>• How to answer questions</li> <li>• The difference between a statement and a question</li> </ul>	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.
SL.K.3	<ul style="list-style-type: none"> <li>• Know what to do when they don't understand something</li> <li>• Know what to do to seek clarification</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between a statement and and question</li> <li>• How to ask a question</li> <li>• How to answer a question</li> <li>• When and why to ask a question for clarification</li> </ul>	Ask and answer questions in order to seek help, get information or clarify something that is not understood.
<b>SL.K.4</b>	<ul style="list-style-type: none"> <li>• Know people, places, things, and events that are familiar</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of ways can describe people, places, things, and events</li> </ul>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</b>

SL.K.6	<ul style="list-style-type: none"> <li>Appropriate volume level</li> </ul>	<ul style="list-style-type: none"> <li>In order to be understood and heard volume level while speaking is important</li> <li>Volume level while speaking is determined based on each situation</li> </ul>	Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.1	<ul style="list-style-type: none"> <li>Uppercase letters</li> <li>Lowercase letters</li> <li>Nouns are words that name persons, places, things, animals, or abstract ideas</li> <li>Verbs are words that name actions or states of being</li> <li>Plural nouns are more than one person, place, thing, animal, or abstract idea</li> <li>Question words: who, what, where, when, how, why</li> <li>Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence</li> <li>A complete sentence completes a thought or idea. It can be a statement, question, command, or wish.</li> </ul>	<ul style="list-style-type: none"> <li>The correct formation of upper- and lowercase letters.</li> <li>When and how to use nouns and verbs.</li> <li>By adding /s/ or /es/ a noun becomes plural.</li> <li>When and how to use question words appropriately.</li> <li>When to use prepositions appropriately.</li> <li>How to use a complete sentence when writing or speaking.</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1a	<ul style="list-style-type: none"> <li>Uppercase letters</li> <li>Lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>The correct formation of upper- and lowercase letters.</li> </ul>	Print many upper-and lowercase letters
L.K.2c	<ul style="list-style-type: none"> <li>Letter sounds for letters in the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Letters represent sounds</li> </ul>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d	<ul style="list-style-type: none"> <li>Letter sounds together make words</li> </ul>	<ul style="list-style-type: none"> <li>Writers use letters to represent sound when spelling words</li> </ul>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4	<ul style="list-style-type: none"> <li>Know words have meaning</li> <li>Words can have more than one meaning</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the context of the how the word is used, depends on the meaning of the word</li> <li>Awareness to look for the differences while reading</li> </ul>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>kindergarten reading and content</i> .
L.K.5	<ul style="list-style-type: none"> <li>Know the word sort</li> <li>Know the word category</li> <li>Opposites(antonyms)</li> <li>Describing words (adjectives)</li> <li>Action words (verbs)</li> </ul>	<ul style="list-style-type: none"> <li>Common attributes of a category</li> <li>Relationships between words</li> <li>There is more than one word you can use to describe an action</li> </ul>	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.6	<ul style="list-style-type: none"> <li>Domain specific vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Using words and phrases acquired through conversations and reading validates understanding of texts and can improve writing</li> </ul>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Unit 1: Assessment

### EVIDENCE of LEARNING

Understanding	Standards	Reading:	Rigor/Relevance																								
1, 3	<b>RL.K.10</b> <b>RI.K.10</b>  <b>RL.K.1 RI.K.1</b>  <b>W.K.3</b> <b>L.K.2</b>	<p>Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&amp;P reading level.</p> <p><b>Standards Assessed: RL.K.10, RI.K.10</b></p> <table border="1"> <thead> <tr> <th colspan="4">Kindergarten Reading Level Expectations</th></tr> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td><td>A</td><td>AA</td><td>No Concepts of Print</td></tr> <tr> <td>2<sup>nd</sup> Quarter</td><td>B</td><td>A</td><td>AA</td></tr> <tr> <td>3<sup>rd</sup> Quarter</td><td>C</td><td>B</td><td>A</td></tr> <tr> <td>4<sup>th</sup> Quarter</td><td>D</td><td>C</td><td>B</td></tr> </tbody> </table> <p>Mastery Levels:</p> <p><b>Reading Benchmark:</b> Teacher will use reading benchmark and <a href="#">protocol</a> to assess students on priority standards in reading.</p> <p><b>Writing:</b> <i>"I'm really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best small moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have <b>forty-five</b> minutes to write this true story over 2 sessions (<b>teachers you do not have to spend the entire time or even two time frames implementing this assessment, it's available, but remember to do what is best for your students</b>). You'll need to plan draft, revise, and edit in one setting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> <li>• <i>Make a beginning of your story</i></li> <li>• <i>Show what happened in order</i></li> <li>• <i>Use details to help readers picture your story</i></li> <li>• <i>Make an ending for your story.</i></li> </ul> <p><a href="#">Narrative Rubric</a></p>	Kindergarten Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	A	AA	No Concepts of Print	2 <sup>nd</sup> Quarter	B	A	AA	3 <sup>rd</sup> Quarter	C	B	A	4 <sup>th</sup> Quarter	D	C	B	<p><b>C</b></p> <p>Communication Critical Thinking Creativity</p>
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4 <sup>th</sup> Quarter	D	C	B																								

## Unit 1: Sample Activities

## SAMPLE LEARNING PLAN

**Pre-assessment: Writing:** *“I’m really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best small moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have **forty-five** minutes to write this true story over 2 sessions., You’ll need to plan draft, revise, and edit in one setting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:*

- *Make a beginning of your story*
- *Show what happened in order*
- *Use details to help readers picture your story*
- *Make an ending for your story.*

- *Make a beginning of your story*
- *Show what happened in order*
- *Use details to help readers picture your story*
- *Make an ending for your story.*

# Readers Workshop

<b>We Are Readers (Bk 1)</b>	
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<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1	RI.K.1 RI.K.2 RI.K.3 RI.K.6 RI.K.7	<p><b>1.Readers Read Books to Learn about the World</b> (Session 2): Students will</p> <ul style="list-style-type: none"> <li>• Know that readers read books for different purposes.</li> <li>• Understand that readers read books to learn about the world.</li> <li>• Be able to sit in on place, open a book and learn about the world.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Explain there are different kinds of books and give examples of two</li> <li>ii. Read the learn-about-the-world book</li> <li>iii. Explain you can learn about the world and not leave where you are</li> <li>iv. Introduce book, show author and illustrator</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Demonstrate how to read a book about the world, beginning with the cover.</li> <li>ii. Ask questions about what you are reading and continue making connections to the book as you read.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Give students a chance to ask questions and monitor students engagement.</li> <li>ii. Have students share what they are learning with their neighbor.</li> </ol> <p>d. <b>Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Send students to their reading spot and look at the chart “We Are Readers!”</li> </ol>	<p>Setting Objectives</p> <p>Providing Practice</p> <p>Providing</p>	B Communication

		<ul style="list-style-type: none"> <li>ii. Invite students to list across their fingers the steps of what they do               <ul style="list-style-type: none"> <li>1. Look- study the cover and look at the details</li> <li>2. Think-What will I learn about?</li> <li>3. Read-use pictures and words</li> <li>4. Learn more and more from books</li> <li>5. Happy reading</li> </ul> </li> <li>e. <b>Mid Workshop Teaching:</b> The teacher will:               <ul style="list-style-type: none"> <li>i. Remind students to slow down to notice more</li> <li>ii. Encourage students to reread a page to notice more</li> </ul> </li> <li>f. <b>Share:</b> The teacher will:               <ul style="list-style-type: none"> <li>i. Recruit students to join you in reading an enlarged piece of the text you are reading</li> <li>ii. Encourage students to take turns reading</li> </ul> </li> </ul> <p><a href="#">Appendix Documents</a></p>	<p>Practice</p> <p>Reinforcing Effort</p>	
1,3	<b>RI.K.1</b> <b>RI.K.2</b> <b>RI.K.3</b> <b>RF.K.1</b> <b>RF.K.1a</b> <b>RF.K.1c</b> <b>RF.K.4</b>	<p><b>2. Readers Reread (Session 5)</b></p> <p><b>Objective:</b> Student will:</p> <ul style="list-style-type: none"> <li>• Know that rereading has a purpose</li> <li>• Understand that rereading can help you better understand the text.</li> <li>• Be able to reread and monitor themselves for meaning.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Remind readers how they read all the parts of their books yesterday from cover to cover.</li> <li>ii. Readers, like writers, have a saying: <i>"When you are done, you've just begun!"</i> When readers finish a book, they think, <i>"Let me try that again,"</i> and they reread the book. Reread means to read again.</li> </ul> <p>b. <b>Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Demonstrate for children two different kinds of reading: fast, one-time-through reading and rereading.               <ul style="list-style-type: none"> <li>1. Read <i>The Beetle Alphabet Book</i> by making up words to match the picture, the last two pages aloud, snap the book shut, and put it back. Then grab a new book.</li> <li>2. Talk about how you could be the kind of reader who quickly reads through a bunch of books one after another, but knowing that books are meant to be reread.</li> </ul> </li> </ul>	<p>Setting Objectives</p> <p>Advance</p>	<p>A Communication Collaboration</p>







<p>1, 3</p> <p><b>RI.K.1</b></p> <p><b>RI.K.2</b></p> <p><b>RI.K.3</b></p> <p><b>RI.K.4</b></p> <p><b>RI.K.7</b></p> <p><b>RF.K.2</b></p> <p><b>RF.K.3</b></p> <p><b>RF.K.4</b></p>	<h4 style="text-align: center;">4. Rereading Helps Readers Learn from Words in Books, Too (Session 8)</h4> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know you can read both pictures and words.</li> <li>• Understand reading both pictures and words help you learn more in a book.</li> <li>• Be able to reread a book by studying the pictures and finding the words to match.</li> </ul> <p>a.   <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Point out that people learn about the world through books, then orchestrate children to select one thing they learned and say it aloud in unison, creating a drumroll for your teaching. Children think of one thing they have learned from a book. On the count of three say those things so you can fill the room with their learning. You can tell they studied the pictures really closely to learn from them.</li> <li>Name the teaching point: “<i>Today I want to teach you when you read books again you really do see new things each time you reread. You also start to notice the words more and more. You can read a book like you read the words in the classroom. You see the words and think about what they say.</i>”</li> </ol> <p>b.   <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Explain how you can study the words in a book, as children earlier studied environmental print, using the pictures to figure out what the words might say.</li> <li>In the Beetle Book, turn to the letter P page with the pie dish beetle. Before we read the pictures on this page by saying as much as we could. But now, we can probably read some of the words! Do you see some words on the page that match what we said about the picture?</li> <li>Conduct a think-aloud using a page from the demonstration text, first reading the picture closely and then searching the page to find the words you read.</li> <li>Debrief. Name the transferable steps you took. Do you see how I read some of the words? Look carefully at the picture, say words that go with it, search for words and letters that match.</li> </ol> <p>c.   <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Invite children to try this work on another page in the demonstration text. First rereading the page by studying the picture, then searching for the words they said on the page.</li> <li>Support all students in reading words by connecting the word, sound and letter. Encourage students to search for the word in other places on the page. If they cannot find the words they are saying, write the first letter on a post it and see if they can find the match.</li> </ol> <p>d.   <b>Link:</b> The teacher will:</p>	<div style="text-align: center; padding-top: 50px;">Setting Objectives</div>   <div style="text-align: center; padding-bottom: 50px;">Providing Practice</div>	<div style="text-align: center; padding-top: 50px;">B Critical Thinking Communication</div>
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		<p>i. Remind children that they can learn for all parts of a book- the pictures and the words - by rereading pages and searching for words they can reread. Show the chart “Readers learn from Books” that matches.</p> <p><b>e. Mid - Workshop Teaching:</b> The teacher will:</p> <p>i. Reinforcing children’s efforts to read pictures and words. Have children hold up their fingers for how many words they have found in their books that they can read. Wow (shout out some numbers), that’s a lot!</p> <p><b>f. Share:</b> The teacher will:</p> <p>i. Highlight partner work that supports word reading. Share how talking and reading with a partner can also help you read some of the words in your book. Reading with your partner you found even more words! Share an example.</p> <p><a href="#">Session 8 Appendix Documents</a></p>	<p>Reinforcing Effort</p> <p>Cooperative Learning</p>	
1, 3	RL.K.4 RL.K.7 <b>RI.K.1</b> RI.K.2 RI.K.3 RI.K.7 <b>RF.K.4</b> <b>SL.K.4</b>	<p><b>5. Readers Work Hard to Make the Words They Read Match the Page They Are Reading (Session 11)</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know words and pictures tell a story.</li> <li>Understand that the words on the page match the picture on the page.</li> <li>Be able to make the words you say match the words on the page.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <p>i. Celebrate the work students did yesterday, and rally children to make the words they say match the words on the page.</p> <p>ii. Tell the children that sometimes we go so into the story that we stop paying attention to where we are on the page. When our words do not match the words and picture on the page, we get confused and it’s hard to understand the story.</p> <p>iii. Today I want to teach you that when you read you need to pay attention to what’s on that page. You have to make your words match the book’s picture and words.</p> <p>iv. Add premade post it to the anchor chart.</p> <p><b>b. Teaching:</b> The teacher will:</p> <p>i. Demonstrate reading words that do not match the page, and show how you catch your mistake by noticing that your words and the pictures do not match.</p> <p>ii. Show students how you fix your reading by returning to the last page where your reading matched the pictures and rereading to make the words and pictures match on every page.</p> <p><b>c. Active Engagement:</b> The teacher will:</p>	<p>Setting Objectives</p> <p>Providing Recognition</p> <p>Providing</p>	<p>B Critical Thinking Collaboration</p>



		<p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Teach that the story can really sound great by putting the exact words characters say which makes the characters come to life..</li> <li>Demonstrate reading a section of an old favorite storybook.</li> <li>Show students how to make a predictable mistake, summarizing using exact dialogue and inviting students to assess your work.</li> <li>Introduce puppets to depict characters in a read-aloud and use them to quote characters.</li> </ol> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Direct the students to try saying the characters' exact words using puppets</li> <li>Have students share what the characters are saying with a neighbor</li> </ol> <p><b>d. Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students they will not have puppets to use during private reading.</li> <li>Remind students they can touch the characters on the page and make him read right on the page.</li> </ol> <p><b>e. Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Read lines of dialogue with feeling</li> <li>Encourage students to take a second to notice the character's feeling in that part of the story and on that page.</li> <li>Invite students to read the words the characters say with that particular feeling.</li> </ol> <p><b>f. Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Transition to Learn-about-the-World reading.</li> <li>Remind students they can learn so much more by using their finger to touch the parts as they read.</li> <li>Explain that in the Learn-about-the World books, characters may not be speaking but they can still use their finger to make sure they are looking closely at all the parts of the page they are reading.</li> </ol> <p><a href="#">Appendix Documents</a></p>	<p>Non-Linguistic Representation</p> <p>Providing Practice</p> <p>Setting Objectives</p>	
1, 3	RF.K.4 SL.K.1 SL.K.6	<p><b>7. A Celebration of Old Favorite Storybook Reading (and Learn-about-the-World Reading, Too) (Session 19)</b></p> <p><b>Objectives:</b> Students will</p> <ul style="list-style-type: none"> <li>Know they are now readers.</li> <li>Understand practicing and rereading makes you a better reader.</li> <li>Be able to share a favorite book with others.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell the children that we are going to have a special celebration today of all the work we did to become readers.</li> <li>Have them choose a book from their book tub that they love and read really well. It can be a learn-about-the-world book or an old favorite storybook.</li> </ol>	Setting Objectives	B Communication



<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2	W.K.2, W.K.5	<p>1. <b>Writers Know that “When We Are Done, We Have Just Begun”</b> (Session 2)</p> <p><b>Objective:</b> Students will</p> <ul style="list-style-type: none"> <li>• <b>Know</b> to look back at their writing to revise and add to it</li> <li>• <b>Understand</b> when writers think they are finished, they can go back and add to their pictures and add words</li> <li>• <b>Be able to</b> add to your pictures, words, or start a piece</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind children that today and every day, the writing workshop will begin with a mini lesson. Remind them of what happens in a mini lesson to induct them into their role.</li> <li>Suggest that the children recruit family members to write as well. Use that prospect as an opportunity to get them recalling and teaching a pretend grandmother how to write a teaching piece. Pretend to be their grandma. Have them teach grandma what writers do- think of a topic, picture it in my head and then make it on paper - drawing all the details.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Set children up to encourage you to look back on yesterday’s writing, seeing if you can add more. Show them a piece of your work and tell them “I’m done!” The children should respond that you have to add more. Tell students writers have a saying “When you are done, you have just begun.” And discuss what else to add.</li> <li>Demonstrate “rereading” each item in your drawing, pointing as you name the item, and then generating more content to add. Point to empty space and think about more things you know that you can add.</li> <li>Debrief, emphasizing that as a writer, you need to decide whether to add onto a piece you’ve already begun writing or to start a new one.</li> </ol> <p>c. <b>Active Engagement:</b> The Teacher will:</p> <ol style="list-style-type: none"> <li>Recruit one writer to function as a case in point, and rally the class to help that one writer think about things he could add to his teaching piece.</li> <li>Debrief in a way that highlights the transferable lessons you hope writers will have learned. Point out by going back to your work to use suggestions from others or think about what more you could teach people and add those ideas to your writing. You are revising.</li> </ol> <p>d. <b>Link:</b> The teacher will: Channel children to decide whether to add onto their teaching piece or to start another. Tell the writers that they are in charge of their writing. They need to make a decision about whether your teaching piece needs more or whether it is time for you to move onto another piece.</p>	<p>Setting Objectives</p> <p>Non-Linguistic</p> <p>Reinforcing Effort</p> <p>Providing Practice</p> <p>Providing Feedback</p>	<p>C</p> <p>Creativity Collaboration Communication Critical Thinking</p>

		<p><b>e. Mid-Workshop Teaching Point:</b> The teacher will: Point out that writers write more than one piece in a day. Remind them that as soon as a writer has done all he or she can do to one piece of writing, The writer gets more paper and starts another piece of writing.</p> <p><b>f. Share: The Teacher will:</b></p> <ol style="list-style-type: none"> <li>Roll out the system of tables monitors <ol style="list-style-type: none"> <li>Choose one person per table to be a monitor</li> <li>Monitor will collect and return tools to writing center</li> </ol> </li> <li>Introduce the “When We Are Done, We Have Just Begun” Chart</li> </ol> <p><a href="#">Appendix Documents</a></p>	<p>Providing Practice</p> <p>Reinforcing Effort</p>	
2	W.K.2 W.K.5 SL.K.1	<p><b>2. Carrying on Independently as Writers</b> (Session 3)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know what they need to do to solve their problems during writing</li> <li>Understand that they can solve problems on their own</li> <li>Be able to solve their problems to carry on with their writing</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Play act that you are stuck and dependent, bothering everyone with requests for direction, setting the stage for you to emphasize the need for resourcefulness.</li> <li>Explain to them that when writers have problems and don’t know what to do, they say, “I can solve this myself.” Then writers come up with solutions to those problems and carry on, writing, writing, writing. That way, writers don’t waste precious time.</li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Demonstrate that you solve your own problems and figure out what to do during writing time.</li> <li>Debrief, emphasizing the way your realization that you can solve your problems pertains to other days and other children.</li> <li>Explain that they are the boss of their own writing. They solve their own problems by reading over their writing, checking to see if it was done or if I need to add more words.</li> </ol> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Quickly recap a couple of the “problems” you told children you were having earlier and recruit their help solving these. Examples are: where to find more paper, get a sharp pencil, if I think I’m finished what do I do, etc</li> <li>Debrief, reminding children that they are writers who come up with their own solutions for problems.</li> </ol> <p><b>d. Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Channel students to expect that they’ll encounter times when they don’t know what to do. Remind them that when those times come, they have ways to “save the day.”</li> </ol> <p><b>e. Mid-Workshop Teaching Points:</b> The teacher will:</p>	<p>Setting Objectives</p> <p>Reinforcing Effort</p> <p>Providing Practice</p>	<p>C</p> <p>Creativity Collaboration Communication Critical Thinking</p>

		<p>i. Teach the expected sound of a productive writing workshop. Teacher will demonstrate a whisper voice and recognize students using that voice.</p> <p><b>f. Share: The teacher will:</b></p> <p>i. Set up folders and how to store ongoing and finished writing</p> <p>ii. Introduce date stamps and teach writers to date their work everyday</p> <p><a href="#">Session 3 Appendix Documents</a></p>	Providing Recognition	
2, 3	RF.K.1 RF.K.2 L.K.2 c,d	<p><b>3. Stretching Out Words to Write Them</b> (Session 5)</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Know that by writers write with pictures and words</li> <li>Understand each letter has a sound and sounds make up words.</li> <li>Be able to say words slowly and write down the sounds that they hear.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <p>i. Find a way to elicit and celebrate the topics writers are writing about, and use this as a way to convey your interest in learning from their areas of expertise.</p> <p>ii. Tell the story of being stalled when trying to read a child's writing at home because pictures weren't labeled. Explain that the writer later added labels that clarified everything.</p> <p>iii. Transition toward setting up today's lesson on getting words onto the page.</p> <p>iv. Explain to the children that writers use words as well as pictures to teach people what we know. Writers use words by saying the word sloooooooooowwwwwwwly and then writing down the first sound they hear.</p> <p><b>b. Teaching:</b> The teacher will:</p> <p>i. Compare sounding out words to stretching out a rubber band, and get children stretching out words that you and they need to add to the class text.</p> <p>ii. Debrief. Remind student of what they saw you do and why it is helpful. We labeled things in our picture by listening to the sounds in the word and thinking about how the word started.</p> <p><b>c. Active Engagement:</b> The teacher will: Channel students to work on labeling another item in the class text, again stretching the word out slowly and hearing constituent sounds.</p> <p><b>d. Link:</b> The teacher will: Send students off to write, equipping them with name charts and with resolve to write as well as to draw.</p> <p><b>e. Mid-Workshop Teaching Point:</b> The teacher will: Introduce reading our writing to our friends. The students will point to something in their writing and read it to themselves. Then they will find something else to read and read that to themselves. Now the children will read that writing to a friend.</p> <p><b>f. Share: The teacher will:</b></p> <p>i. Channel children to reread what they have written to a friend, showing the new words and details they've added. Then remind them to store writing in their folders. Remind writers to put writing that is complete on the red dot side. If they</p>	<p>Setting Objectives</p> <p>Non-linguistic Representation</p> <p>Provide Practice</p> <p>Cooperative</p>	C Communication



		<p>are still working on it, on the green dot side of their folders.</p> <p>ii. Recruit children to help you use an imaginary pen to record words generated earlier to accompany the drawing of a slide, saying those words slowly. Make clear the expectation to write lots of words.</p> <p><a href="#">Appendix Documents</a></p>	Learning	
2, 3	W.K.5 L.K.1	<p><b>4. Planning teaching books pages by page</b> (Session 8)</p> <p><b>Objective:</b> Student will:</p> <ul style="list-style-type: none"> <li>Know each page of a book tells a different fact about the topic.</li> <li>Understand that writers plan out their stories.</li> <li>Be able to write a whole book, planning what will go on each page.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Introduce the new designation of some partners as 1 and others as 2.</li> <li>Acknowledge children's success in adding to their writing. Tell them that today they are going to take time to plan how their pages will go. Writer's don't just write one page and then another and another. They know from the start that they will be writing a whole book and they plan out how that whole book will go.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Let students know that today you are going to teach by coaching them, rather than by demonstrating for them.</li> <li>Support students in coming up with topics for teaching books, since they will need these to go ahead with the rest of the lesson.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Coach partners to touch the pages of their booklets, talking about what they might write on each one.</li> <li>Have partners take turns planning their book page by page, touching each page as they go.</li> <li>Prompt with questions such as "What else could you teach?" "Turn the page and say what you are going to teach on that page."</li> <li>Teacher highlights an example from the class.</li> </ol> <p>d. <b>Link:</b> The teacher will: send them off to do their writing, reminding them of the importance of planning before they write.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Establish a meeting area where students can meet with a partner to talk and plan out their teaching book.</li> <li>Remind students to get more paper as they need it; fill up each page with lots of details; add words on all of their pages; when they start a new piece, get a booklet and think about how many pages they will need.</li> </ol> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Show children that they can add on to pieces they thought were finished.</li> <li>Re-read old writing that you thought was finished and see if you can add</li> </ol>	<p>Setting Objectives</p> <p>Advance Organizer</p> <p>Cooperative Learning / Providing Practice</p> <p>Providing Recognition</p>	<p>C</p> <p>Creativity Collaboration Communication Critical Thinking</p>









		<p>ii. Tell one thing that can help is making a title that tell what your story is about.</p> <p><b>f. Share:</b> The Teacher will:</p> <p>i. Highlight a child who told his story across fingers and realize he needed more than three pages.</p> <ol style="list-style-type: none"> <li>1. Point out another way he could plan his book was to tell the things that happened across his fingers.</li> <li>2. Point out that touching a finger for each part of the story may help you realize that more pages need to be added.</li> </ol> <p><a href="#">Appendix Documents</a></p>	<p>Providing Feedback</p> <p>Reinforcing Effort</p>	
2, 3	W.K.5	<p><b>9. Adding More Details to Pictures and Stories</b> (Session 14)</p> <p><b>Objectives:</b> Students will</p> <ul style="list-style-type: none"> <li>• Know not all details they add are important</li> <li>• Understand how to decide what details to add</li> <li>• Be able to add details to their writing with purpose and intention</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Share the work of one child whose sparse pictures did not fulfill the promise of his wonderfully detailed oral story.</li> <li>ii. Show how the child noticed and solved his problem by adding characters, action, and setting.</li> <li>iii. Teach them that when writers write stories, they try to write them in a way that the reader feels like they are right there with them. To do this they think about where they were, who they were with, and what they were doing on each page, and then they put those details into the pictures and words.</li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Begin a story from your life as you draw only the sparse details onto a page of a blank booklet. Refer to the “How to Write a True Story” chart as you write.</li> <li>ii. Stop and ask the children if you have a “floating person and a floating cat?” Tell your story out loud and try to add more details that show where I am, who I am with, and what is happening.</li> <li>iii. Begin the same story, including who, what, and where, and draw these details as you talk.</li> <li>iv. Talk through your story and ask the children if they can picture it in their mind as if they were there with you. That is because you made sure to tell important parts of the story and put them on the page. Now go through and add words on the page to tell the story.</li> </ol> <p><b>c. Active Engagement:</b> The teacher will:</p>	<p>Setting Objectives</p> <p>Advance Organizer</p> <p>Non-Linguistic Representations</p>	<p>C</p> <p>Creativity Collaboration Communication Critical Thinking</p>

		<ul style="list-style-type: none"> <li>i. Set the children up to try the strategy by storytelling a shared class experience with their partners and using white boards to record details.</li> <li>ii. Have partner 1 tell the beginning of the story to their partner and then they draw and write as many details to help show the first part of the story.</li> <li>iii. Debrief by having students picture the details in their minds while one student shares his white board writing.</li> </ul> <p><b>d. Link:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Send the children off with a reminder to write with details to help readers feel like they are part of the story.</li> <li>ii. To do this they will need to picture their story in their mind and think about where you were, who you were with, and what you were doing and include these details in their drawings and words.</li> </ul> <p><b>e. Mid-Workshop Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Talk about how sometimes we know <i>how</i> to tell what people are doing but have a hard time <i>showing</i> the action.</li> <li>ii. Tell them that we need to pay attention to the body movements and what the body looks like when it moves to help us draw the action.</li> <li>iii. Model by jumping up and throwing your arms up in the air. Have the children notice and name specific parts of the action: your legs bent and went up, your arms went up to the ceiling.</li> </ul> <p><b>f. Share:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Let children know that partners can offer tips and suggestions to improve one another's stories.</li> <li>ii. Have the children bring the writing they are working on to the meeting area.</li> <li>iii. Partner 1 will be the writing teacher and listen to partner 2's story. As they listen, think about if they need to add more to the picture or words or tell more about where the story takes place or who is in the story or what is happening? Could your partner add some action? They they switch roles.</li> </ul> <p><a href="#">Appendix Documents</a></p>	Cooperative Learning	
2	RF.K.1 RF.K.2 RF.K.3, W.K.5 W.K.6	<p><b>10. Letter to the Teachers: Reading into the Circle: An Author's Celebration</b> (Session 19)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know the importance of writing for an audience</li> <li>• Understand the steps authors take to complete a story or book</li> <li>• Be able to share their writing with an audience</li> </ul> <p>The Author's Celebration will be a celebration of the authors and their work. Each classroom may choose to hold the celebration differently, some ideas include:</p> <ul style="list-style-type: none"> <li>• Read into the Circle - each author shares a page of their favorite piece of writing, then gets in groups to share the entire piece</li> </ul>	Setting Objectives  Provide Recognition  Reinforcing Effort	D  Creativity Collaboration Communication

		<ul style="list-style-type: none"> <li>• Bulletin Board- we are all writers - hang work up and put their picture with their writing</li> <li>• Invite Buddies to classroom to share their writing with and receive compliments and feedback.</li> <li>• Have a school wide assembly where kindergarten students marching through the building sharing their writing with the school. Students chant, "2,4,6,8 our stories are really great! 1,2,3,4 we can't wait to write some more!" This would happen just at the the beginning of the year to generate an excitement for the school's newest authors.</li> </ul>		
<b>Language/Word Study</b>				
1	<b>RL.K.1</b> <b>RL.K.2</b> <b>RL.K.3</b> <b>RL.K.7</b> <b>RF.K.1</b> <b>RF.K.1a</b> <b>RF.K.1c</b> <b>RF.K.2</b> <b>RF.K.3</b> <b>RF.K.4</b>	<b>Shared Reading</b> <b>Session 1:</b> <i>Mrs. Wishy-Washy</i> Lessons Include: <ul style="list-style-type: none"> <li>• Book introduction</li> <li>• Picture walk</li> <li>• Consider opportunities to build vocabulary</li> <li>• Reread with a focus</li> <li>• Pattern Read</li> <li>• Turn and talk about text with a partner</li> <li>• Word Study</li> <li>• Concepts of Print</li> </ul>	Advance Organizer  Cues, Questions	A Critical Thinking
1	<b>RL.K.2</b> <b>RL.K.7</b> <b>RF.K.1</b> <b>RF.K.2</b> <b>RF.K.3</b> <b>RF.K.4</b>	<b>Interactive Read Aloud</b> <b>Session 1:</b> <ul style="list-style-type: none"> <li>• Choose a picture book that is a tightly structured story. The example is <i>The Carrot Seed</i> By Ruth Krauss</li> <li>• Introduce the book and take a picture walk</li> <li>• Read text modeling expression</li> <li>• Notice how pictures support the story</li> <li>• Invite students to chime in on familiar parts</li> <li>• Teacher retells story</li> </ul> <b>Session 2:</b> <ul style="list-style-type: none"> <li>• Channel students to do some new thinking work</li> <li>• Perform the book</li> </ul>	Advance Organizer  Nonlinguistic	A Critical Thinking Creativity Communication
1	<b>RF.K.2a</b> <b>RF.K.2d</b> <b>RF.K.3</b> <b>RF.K.3a</b> <b>RF.K.3c</b>	<b>Benchmark Phonics Units: Launch t &amp; Unit 1: Plans &amp; Animals Have Needs</b>	Similarities & Differences  Homework &	B Collaboration Critical Thinking



		<table><tr><td></td><td>MONDAY</td><td>TUESDAY</td><td>WEDNESDAY</td><td>THURSDAY</td><td>FRIDAY</td></tr><tr><td></td><td>MINI-LESSON 1</td><td>MINI-LESSON 2</td><td>MINI-LESSON 3</td><td>MINI-LESSON 4</td><td>MINI-LESSON 5</td></tr><tr><td>WEEK 1</td><td><b>Shared Reading:</b> "Alphabet Song" <b>Active Listening</b> <b>Concepts of Print:</b> Concept of a Word <b>Alphabet Recognition:</b> Sequence <b>Write Name</b>  <b>Routine 1:</b> Alphabet Recognition</td><td><b>Phonological Awareness:</b> Word Discrimination <b>Concepts of Print:</b> Spaces in a Sentence <b>Alphabet Recognition:</b> Sequence <b>Trace Name</b> <b>High-Frequency Words:</b> I ____ <b>Read Patterned Text:</b> I ____  <b>Routine 2:</b> Phonological Awareness</td><td><b>Active Listening</b> <b>Concepts of Print:</b> Count Letters in Words <b>Alphabet Recognition:</b> Sequence <b>Trace Name</b> <b>High-Frequency Words:</b> I ____ <b>Read Patterned Text:</b> BLM 1  <b>Routine 3:</b> Share and Reflect</td><td><b>Phonological Awareness:</b> Word Discrimination <b>Concepts of Print:</b> Words in Sentences <b>Alphabet Recognition:</b> Sequence <b>Build Name</b>  <b>Routine 4:</b> Concepts of Print</td><td><b>Phonological Awareness:</b> Recognize Rhyme <b>Concepts of Print:</b> Sentence Completion <b>Alphabet Recognition:</b> Sequence <b>Build Name</b>  <b>Routine 2:</b> Phonological Awareness: Rhyme <b>Routine 4:</b> Concepts of Print</td></tr></table>		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		MINI-LESSON 1	MINI-LESSON 2	MINI-LESSON 3	MINI-LESSON 4	MINI-LESSON 5	WEEK 1	<b>Shared Reading:</b> "Alphabet Song" <b>Active Listening</b> <b>Concepts of Print:</b> Concept of a Word <b>Alphabet Recognition:</b> Sequence <b>Write Name</b>  <b>Routine 1:</b> Alphabet Recognition	<b>Phonological Awareness:</b> Word Discrimination <b>Concepts of Print:</b> Spaces in a Sentence <b>Alphabet Recognition:</b> Sequence <b>Trace Name</b> <b>High-Frequency Words:</b> I ____ <b>Read Patterned Text:</b> I ____  <b>Routine 2:</b> Phonological Awareness	<b>Active Listening</b> <b>Concepts of Print:</b> Count Letters in Words <b>Alphabet Recognition:</b> Sequence <b>Trace Name</b> <b>High-Frequency Words:</b> I ____ <b>Read Patterned Text:</b> BLM 1  <b>Routine 3:</b> Share and Reflect	<b>Phonological Awareness:</b> Word Discrimination <b>Concepts of Print:</b> Words in Sentences <b>Alphabet Recognition:</b> Sequence <b>Build Name</b>  <b>Routine 4:</b> Concepts of Print	<b>Phonological Awareness:</b> Recognize Rhyme <b>Concepts of Print:</b> Sentence Completion <b>Alphabet Recognition:</b> Sequence <b>Build Name</b>  <b>Routine 2:</b> Phonological Awareness: Rhyme <b>Routine 4:</b> Concepts of Print	Practice	
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2	RF.K.1d L.K.1a	<b>Handwriting</b> Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communication																		
1, 2, 3	L.K.4	<b>Interactive Vocabulary</b>  The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"><li>Organizers like concept mapping or Frayer model</li><li>Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li><li>Similarities and differences looking at similar and different words to the term</li><li>Nonlinguistic representation</li></ul>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C  Critical Thinking Communication Collaboration																		
1	RF.K.3	<b>Sight Word Practice</b>  Students will practice and learn <a href="#">quarterly sight words</a> , to support their reading skills.	Practice	B Critical Thinking																		

### Unit 1: Resources

UNIT RESOURCES	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>Lucy Calkins, <i>We Are Readers</i>, Grade K Unit 1</li> <li><i>Launching the Writing Workshop</i>, Grade K Unit 1 Narrative</li> <li>"We Are Gathering" song lyrics written on Chart paper</li> <li><i>The Beetle Alphabet Book</i>, by Jerry Pallotta and David Biedrzycki</li> <li><i>The Three Billy Goats Gruff</i></li> <li><i>The Carrot Seed</i></li> </ul>	

- Choose non fiction book with engaging photos (big book if possible)
- Compile learn- about -the -world books for each table
- Compile a collection of story books to reiterate the difference between that kind of book and information books
- Small post-its
- *Mrs. Wishy Washy*, By Joy Cowley
- Familiar **nursery rhyme of your choice , for example, “Jack and Jill”**
- Variety of texts for students to access
- Chart paper
- Markers
- Paper to start your own writing
- Date Stamp
- Two-pocket folders for each student
- Markers
- Copy of name chart for each child
- Pre-stapled booklets
- Variety of paper choices
- Benchmark Phonics Lessons
- Copy of alphabet chart for each child (from Benchmark Phonics)
- Ready made booklet with 3 or 4 pages stapled together
- Large booklet and marker for demonstration
- *Creak! Said the Bed* mentor book
- [Francis Howell School Sight Word List](#)

### **Student Resources:**

#### **Reading:**

- Book tubs of familiar texts
- Book tubs of “Learn-about-the-world” books for private reading time
- Environmental print around the room and building (labeled supplies, signs)
- Pointers or rulers for children to use to indicate what they are reading
- Private Reading/Partner Reading Sign
- Dry Erase boards and markers
- Post-its
- Access to Classroom Library

#### **Writing:**

- Blank writing paper and colored pencils (optional)
- Writing paper with a picture spot and a writing spot
- Additional writing paper for student choice
- Alphabet charts, name charts, mini word walls
- Pencils and teacher-provided writing tools (markers, Sharpies, etc.)

### **Vocabulary:**

**Characters**- person or animal in a story  
**Connection**- how one idea, event, piece of information, or character interacts with or relates to another(to reader, another text, the world)  
**Details**-support the larger ideas the text develops over time. Key details support the main topic  
**Narrative**- a text that includes a beginning, a problem, a series of events, and an ending.  
**Planning**- establishing goals/procedures  
**Retell**- telling the main events, including just the most important information, not every single detail.  
**Small moment**-

## Unit 2: Emergent Reading: Looking Closely at Familiar Texts & Show and Tell: From Labels to Pattern Books (New Book)

<b>Content Area:</b> English Language Arts	<b>Course:</b> Kindergarten	<b>UNIT:</b> Emergent Reading: Looking Closely at Familiar Texts & Looking Closely: Observing, Labeling, and Listing Like Scientists
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<p><b>Unit Description:</b>  <b>Reading:</b> Students will be able to look closely at familiar texts to practice and build their reading skills. Readers will recall everything they know such as looking at the cover, looking at the pictures, and telling the story they see. Students will also learn to match the pictures with the story they are telling and learn how to read with a reading partner.</p> <p><b>Writing:</b> Students will learn about tools and strategies to approximate the words that are most meaningful to them as they develop foundational writing skills, and supports teacher's front-and-center goal of persuading kids they can write! Kindergarten classrooms will celebrate that students are members of the literacy club!</p>	<p><b>Unit Timeline:</b>  <b>Reading:</b> 10-15 days  <b>Writing:</b> 20 days</p>
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### DESIRED Results

**Transfer Goal** - *Students will be able to independently use their learning to...*

- Actively engage in a variety of text for multiple purposes.
- Effectively write for different purposes and varied audiences.

- Effectively communicate and collaborate with peers and adults.

**Understandings – Students will understand that... (Big Ideas)**

1. Fluent readers use a variety of strategies to construct meaning from text.
2. Effective writers use the writing process to produce writing for a variety of purposes.
3. Effective speakers and listeners participate in collaborative conversations.

**Essential Questions: Students will keep considering...**

- Which strategies do we use to figure out words?
- What can we do to help us understand what we are reading?
- What does fluent reading sound like?
- Why do we write?
- Who do we write for?
- What do good writers do?
- What is a conversation?
- What does a good speaker do?
- What does a good listener look like?

Standard	Students will know.....	Students will understand....	Students Will Be Able to.....
RL.K.1	<ul style="list-style-type: none"> <li>• A question is something you ask to gain information or clarify understanding</li> <li>• Questions should be on topic and relevant to the discussion or text</li> <li>• A key detail supports what the story is mostly about</li> </ul>	<ul style="list-style-type: none"> <li>• Readers ask questions while you are reading</li> <li>• Readers answer questions about a text</li> <li>• Asking and answering questions helps us better understand what we are reading</li> </ul>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
RL.K.5	<ul style="list-style-type: none"> <li>• Know there are a variety of literary text</li> </ul>	<ul style="list-style-type: none"> <li>• The characteristics of storybooks, poems, etc.</li> </ul>	Recognize common types of texts (e.g., storybooks, poems)
RL.K.6	<ul style="list-style-type: none"> <li>• Know the difference between words and illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• How an author and illustrator work together to tell a story</li> <li>• Authors write stories with words that add to the illustrations</li> <li>• Illustrations add extra support/detail to the words in a text</li> </ul>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.K.7	<ul style="list-style-type: none"> <li>• Pictures can tell a story</li> <li>• Words can tell a story</li> <li>• Words and illustrations can work together</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations convey key details about the story</li> <li>• Illustrations support the meaning of the text</li> </ul>	With prompting and support, describe the relationship between illustration and the story in which they appear (e.g., what moments in a story an illustration depicts).

		<ul style="list-style-type: none"> <li>• Illustrations enhance the meaning of a text</li> </ul>	
<b>RL.K.10</b>	<ul style="list-style-type: none"> <li>• How to read and understand a text independently</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letters have sounds</li> <li>• Letters make words</li> <li>• Words make sentences</li> <li>• Sentences tell a story</li> </ul>	<b>Actively engage in a group reading activities with purpose and understanding.</b>
<b>RI.K.10</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of phonics to text</li> <li>• Gather information from the text</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letters have sounds</li> <li>• Letters make words</li> <li>• Words make sentences</li> <li>• Words and pictures provide information</li> </ul>	<b>Actively engage in group reading activities with purpose and understanding.</b>
RF.K.1	<ul style="list-style-type: none"> <li>• A letter represents a sound</li> <li>• Letters strung together in a sequence make words</li> <li>• Name of the letters.</li> <li>• The beginning is where something starts</li> <li>• The middle is between the beginning and the end</li> <li>• The end is where something stops</li> <li>• A word is something someone says or writes</li> <li>• A space is blank between words</li> <li>• The location of the top of the page</li> <li>• The location of the bottom of the page</li> <li>• Right side vs left side</li> <li>• Location of the left side of the page</li> </ul>	<ul style="list-style-type: none"> <li>• Understand concept of print</li> <li>• Specific letter sequence make words</li> <li>• Words carry most of meaning</li> <li>• Spoken words can be written</li> <li>• You read from left to right</li> <li>• You read from the top of the page to the bottom</li> <li>• Spaces separate words to make reading easier</li> </ul>	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	<ul style="list-style-type: none"> <li>• The beginning is where something starts</li> <li>• The middle is between the beginning and the end</li> <li>• The end is where something stops</li> <li>• The location of the top of the page</li> <li>• The location of the bottom of the page</li> <li>• Right side vs left side</li> <li>• Location of the left side of the page</li> </ul>	<ul style="list-style-type: none"> <li>• You read from left to right</li> <li>• You read from the top of the page to the bottom</li> </ul>	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	<ul style="list-style-type: none"> <li>• A letter represents a sound</li> <li>• Letters strung together in a sequence make words</li> </ul>	<ul style="list-style-type: none"> <li>• Specific letter sequence make words</li> <li>• Words carry most of meaning</li> <li>• Spoken words can be written</li> </ul>	Recognize that spoken words are represented in written language by specific sequence of letters.
RF.K.c	<ul style="list-style-type: none"> <li>• A space is blank between words</li> </ul>	<ul style="list-style-type: none"> <li>• Spaces separate words to make reading easier</li> </ul>	Understand that words are separated by spaces in print

RF.K.1d	<ul style="list-style-type: none"> <li>A letter represents a sound</li> <li>Name of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Difference between upper-and lower case letters</li> <li>Purpose for upper-and lower case letters</li> </ul>	Recognize and name all upper-and lowercase letters of the alphabet.
RF.K.2a	<ul style="list-style-type: none"> <li>Rhyming words end with the same sound (ex. Slam/jam, night/kite).</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words end with the same sound</li> </ul>	Recognize and produce rhyming words.
RF.K.2d	<ul style="list-style-type: none"> <li>The beginning is where something starts</li> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> <li>Blending is putting individual sounds together</li> <li>Segmenting is taking a word and breaking it apart into syllables or individual sounds</li> </ul>	<ul style="list-style-type: none"> <li>Words can be broken into parts.</li> <li>Combining individual sounds together to make a word.</li> <li>Words can be broken apart by individual sounds.</li> </ul>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
RF.K.3	<ul style="list-style-type: none"> <li>Sight words or high-frequency words are words we need to know automatically</li> </ul>	<ul style="list-style-type: none"> <li>Some words are not able to be decoded</li> <li>There are a group of words that have to be known by sight.</li> </ul>	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	<ul style="list-style-type: none"> <li>A letter represents a sound</li> </ul>	<ul style="list-style-type: none"> <li>Each letter is unique</li> </ul>	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
RF.K.3c	<ul style="list-style-type: none"> <li><a href="#">FHSD Kindergarten Sight Words</a></li> </ul>	<ul style="list-style-type: none"> <li>Sight words help me become a reader</li> </ul>	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
<b>RF.K.4</b>	<ul style="list-style-type: none"> <li>Concepts of Print</li> <li>Sight words or high-frequency words are words we need to know automatically</li> <li>A letter represents a sound</li> <li>Sounds</li> <li>Reading Strategies are intentional, deliberate actions a reader takes to accomplish a task or skill</li> <li>Fluency is to read with sufficient speed to support understanding</li> </ul>	<ul style="list-style-type: none"> <li>Readers read for a variety of purposes.</li> <li>Reading fluently helps me understand the story</li> <li>Reading strategies help me understand what I am reading</li> </ul>	<b>Read emergent-reader text with purpose and understanding.</b>
W.K.2	<ul style="list-style-type: none"> <li>Informative texts informs and explanatory texts explains</li> <li>Informative/explanatory texts can be told, written, or drawn</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions help us research a topic.</li> </ul>	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.

W.K.5	<ul style="list-style-type: none"> <li>Good listeners look at the speaker and listen</li> <li>That constructive feedback can be helpful from a peer.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback helps us improve our writing</li> <li>Feedback gives a different viewpoint</li> </ul>	With guidance and support from adults, respond to questions and suggestions from peers and add details.
W.K.8	<ul style="list-style-type: none"> <li>Writing gives information.</li> <li>Writers gather information.</li> <li>What types sources provide relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>Writing can answer questions others or I have about a topic</li> <li>Information for a writing piece can come from a variety of sources (e.g., experience, books, internet, opinions of others)</li> </ul>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.1	<ul style="list-style-type: none"> <li>Classroom expectations for discussion</li> <li>Kindergarten vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose of having is a conversation is two ways; talking and listening</li> <li>Understand turn taking (collaborative conversations)</li> </ul>	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2	<ul style="list-style-type: none"> <li>Key ideas and details are parts of a text that support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>How to ask a questions for understanding</li> <li>How to answer questions</li> <li>The difference between a statement and a question</li> </ul>	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.
SL.K.3	<ul style="list-style-type: none"> <li>Know what to do when they don't understand something</li> <li>Know what to do to seek clarification</li> </ul>	<ul style="list-style-type: none"> <li>The difference between a statement and and question</li> <li>How to ask a question</li> <li>How to answer a question</li> <li>When and why to ask a question for clarification</li> </ul>	Ask and answer questions in order to seek help, get information or clarify something that is not understood.
<b>SL.K.4</b>	<ul style="list-style-type: none"> <li>Know people, places, things, and events that are familiar</li> </ul>	<ul style="list-style-type: none"> <li>A variety of ways can describe people, places, things, and events</li> </ul>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</b>
SL.K.5	<ul style="list-style-type: none"> <li>Pictures and drawings help my audience understand my presentation</li> </ul>	<ul style="list-style-type: none"> <li>Visual displays will support presentations</li> </ul>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	<ul style="list-style-type: none"> <li>Appropriate volume level</li> </ul>	<ul style="list-style-type: none"> <li>In order to be understood and heard volume level while speaking is important</li> <li>Volume level while speaking is determined based on each situation</li> </ul>	Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.1	<ul style="list-style-type: none"> <li>Uppercase letters</li> <li>Lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>The correct formation of upper- and lowercase letters.</li> <li>When and how to use nouns and verbs.</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<ul style="list-style-type: none"> <li>Nouns are words that name persons, places, things, animals, or abstract ideas</li> <li>Verbs are words that name actions or states of being</li> <li>Plural nouns are more than one person, place, thing, animal, or abstract idea</li> <li>Question words: who, what, where, when, how, why</li> <li>Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence</li> <li>A complete sentence completes a thought or idea. It can be a statement, question, command, or wish.</li> </ul>	<ul style="list-style-type: none"> <li>By adding /s/ or /es/ a noun becomes plural.</li> <li>When and how to use question words appropriately.</li> <li>When to use prepositions appropriately.</li> <li>How to use a complete sentence when writing or speaking.</li> </ul>	
L.K.1a	<ul style="list-style-type: none"> <li>Uppercase letters</li> <li>Lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>The correct formation of upper- and lowercase letters.</li> </ul>	Print many upper-and lowercase letters
L.K.1e	<ul style="list-style-type: none"> <li>What the preposition words mean (e.g., to, from, in, out, on, off, for, of, by, with)</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence</li> </ul>	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
<b>L.K.2</b>	<ul style="list-style-type: none"> <li>Capital and lower-case letters</li> <li>A sentence ends with punctuation (e.g., period, question mark, exclamation point)</li> <li>Letter sounds for letters in the alphabet</li> <li>Letters sounds together make words</li> <li>Pronoun I is capitalized</li> </ul>	<ul style="list-style-type: none"> <li>First word of a sentence begins with a capital letter</li> <li>Different types of punctuation for different types of sentences</li> <li>Letters represent sounds</li> <li>Writers use letters to represent sounds when spelling words</li> </ul>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>L.K.2b</b>	<ul style="list-style-type: none"> <li>A sentence ends with punctuation (e.g., period, question mark, exclamation point)</li> </ul>	<ul style="list-style-type: none"> <li>Ending punctuation tells us the thought or idea is complete</li> </ul>	<b>Recognize and name end punctuation</b>
L.K.5	<ul style="list-style-type: none"> <li>Know the word sort</li> <li>Know the word category</li> <li>Opposites(antonyms)</li> <li>Describing words (adjectives)</li> <li>Action words (verbs)</li> </ul>	<ul style="list-style-type: none"> <li>Common attributes of a category</li> <li>Relationships between words</li> <li>There is more than one word you can use to describe an action</li> </ul>	With guidance and support from adults, explore word relationships and nuances in word meanings.



## Unit 2: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.  Mastery Levels:	<b><u>R/R Quadrant</u></b> <b><u>21 Century</u></b>																								
1, 3	<b>RL.K.10</b> <b>RI.K.10</b>	<table border="1"> <thead> <tr> <th colspan="4">Kindergarten Reading Level Expectations</th> </tr> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td><td>A</td><td>AA</td><td>No Concepts of Print</td></tr> <tr> <td>2<sup>nd</sup> Quarter</td><td>B</td><td>A</td><td>AA</td></tr> <tr> <td>3<sup>rd</sup> Quarter</td><td>C</td><td>B</td><td>A</td></tr> <tr> <td>4<sup>th</sup> Quarter</td><td>D</td><td>C</td><td>B</td></tr> </tbody> </table>	Kindergarten Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	A	AA	No Concepts of Print	2 <sup>nd</sup> Quarter	B	A	AA	3 <sup>rd</sup> Quarter	C	B	A	4 <sup>th</sup> Quarter	D	C	B	C Critical Thinking Communication
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3 <sup>rd</sup> Quarter	C	B	A																								
4 <sup>th</sup> Quarter	D	C	B																								

## Unit 2: Sample Activities

### SAMPLE LEARNING PLAN

# Reader's Workshop

## Emergent Reading: Looking Closely at Familiar Texts (FHSD created)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1, 3	<b>RL.K.10</b> <b>RF.K.4</b> <b>SL.K.1</b>	<b>1. Everything You Know to Read- Bend 1</b> <b>Objective:</b> Students will: <ul style="list-style-type: none"> <li>Know books can be read over and over again.</li> <li>Understand parts of the book.</li> <li>Be able to name and label parts of the book.</li> </ul> <b>a. Connection: The Teacher will:</b>	Setting Objectives	B  Communication Collaboration Critical Thinking

		<p>i. Readers, today I want to teach you that the old favorite storybooks in this classroom are like the stars in the sky - Everybody in the world can see the stars in the sky. They are beautiful and interesting and everybody in our class knows these books because we've been reading them over and over. Show students some of the books.</p> <p>b. <b>Teaching: The teacher will:</b></p> <p>i. Name the teaching point. Today I want to teach you that you use everything you already know how to do to read these books: look carefully at the cover, point under the words in the title and read them, look carefully at the whole picture, and then tell the story to match that picture.</p> <p>ii. Read <u>The Carrot Seed</u>, <u>The Three Billy Goats Gruff</u> or another recommended book in the appendix. While reading, explicitly teach/model looking at the cover, pointing under the words, looking at the whole picture, and telling the story to match the picture.</p> <p>c. <b>Active Engagement:</b></p> <p>i. Give pairs of kids a copy of a storybook. Ask partners to first find and look at the cover, then point to the title and attempt to read, look at the whole picture, and tell the story to match the picture.</p> <p>d. <b>Link:</b> The teacher will:</p> <p>i. Tell the children that today when you go to your reading spots, remember to use everything you already know to do when reading: look at cover, point to and read title, look at the whole picture, and tell the the story to match the picture.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will:</p> <p>i. Explain to students that when looking at pictures and reading, readers can say more. Have student volunteer read what is happening on a page in their book. Ask the student to tell more about what is happening. Explain to students that they can say more than, "His hat."</p> <p>f. <b>Share:</b> The teacher will:</p> <p>i. At the carpet, have partners tell each other what they already know to do to read their books.</p> <p><a href="#">Appendix Documents</a></p>	<p>Cooperative Learning</p> <p>Providing Feedback</p>	Creativity
1, 3	RF.K.1 RL.K. 10 RF.K.4	<p><b>2. Match the Storytelling to the Print</b></p> <p><b>Objective:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Know print concepts (left to right, return, sweep)</li> <li>• Understand storytelling matched the print on the page.</li> <li>• Be able to use one to one correspondence when reading.</li> </ul> <p>a. <b>Connection:</b> The teacher will model one to one correspondence for students as your read a familiar story or alphabet chart.</p>	Setting Objectives	A  Collaboration

		<p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Name the teaching point. Today I want to teach you that readers can match their storytelling to the print on the page to read just like grown-ups. You can point along under the words as you tell the story, and when you come to a part that you know word for word you can point to the words to match what you are saying. Then you're really reading!</li> <li>Model pointing to the words and finding some words you already know that match.</li> </ol> <p><b>c. Active Engagement:</b> The teacher will show students a page of a big book or have a copy of a page out of a book. With a partner, practice pointing along under the words of the story. The teacher can lead this work first and then have the students do it with their partners.</p> <p><b>d. Link:</b> The teacher will remind students when you go off to read today, remember that you can read like grown-ups by pointing along under the words as you tell the story.</p> <p><b>e. Mid-Workshop Teaching Point:</b> The teacher will tell students that we have been working on reading like grown-ups, has anyone found a word they know while they are reading today? Share out.</p> <p><b>f. Share:</b> The teacher will gather students at the carpet. Ask if any students would like to share out how they were able to read like a grown up. Remind students of the teaching point.</p>	<p>Cooperative Learning</p> <p>Setting Objectives</p> <p>Providing Feedback</p>	
1	RL.K.7 RF.K.4	<p><b>3. Readers Make Labels (Bend II)</b></p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know important parts of a familiar story.</li> <li>Understand labels help the the reader identify important parts of a book.</li> <li>Be able to label important parts of the book.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind student how they use labeling to tell about their writing. Students will use the same strategies to label their books.</li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Name the teaching point. Today I want to teach you that readers can make labels for the pictures in the books they read. The labels help them know which words are important for telling the story.</li> <li>Model using a books such as <i>The Three Billy Goats Gruff</i>. Tell the students that you are going to look carefully at the pictures and think to yourself, "What words will help me tell this story?" Point to an object on the page and demonstrate creating a label. I'm going to label the troll, because that's a word that will help me tell the story. Then model saying the word v-e-r-y slowly, segmenting all the sounds, which an alphabet chart. As you say each sound, scan the alphabet chart searching for the correct letter, then</li> </ol>	<p>Setting Objectives</p>	<p>A</p> <p>Communication Collaboration Critical Thinking</p>

		<p>write it on a post it and put it on the page in the book. Tell them that now when other kids turn to this page in the book they will see my label and know it is an important word to use when telling the story.</p> <p><b>c. Active Engagement:</b> The teacher will:</p> <p>i. Find another word that would help tell the story such as goat. Have students help you label this word by saying it slowly, segmenting sounds, and using the alphabet chart.</p> <p><b>d. Link:</b> The teacher will:</p> <p>i. Today, when you go to your reading spot, think carefully about what words will help you tell the story. Point to and object and label it by saying the word very slowly and using your alphabet chart. Teacher note: you could use post-it notes to let the students label.</p> <p><b>e. Mid-Workshop Teaching Point:</b> The teacher will:</p> <p>i. Stop students and ask if anyone has been able to label an object in their book. Let student share and as a class say the word very slowly with each sound. Remind students that if they haven't labeled a word yet, they need to now.</p> <p><b>f. Share:</b> The teacher will:</p> <p>i. Tell the students will bring their books and labels to the carpet. Have partners share their labels with their partner and then let partnerships share out their work.</p>	<p>Setting Objectives</p> <p>Providing Feedback</p>	
1, 3	<b>RL.K.1</b> <b>RL.K.3</b> <b>RL.K.10</b> <b>RF.K.4</b> <b>SL.K.1</b> <b>SL.K.2</b>	<p><b>4. Fun with Books (Bend 3)</b></p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know ways to act out stories.</li> <li>Understand how students read stories with a partner.</li> <li>Be able to work with a partner to make a plan for sharing stories.</li> </ul> <p>a. <b>Connection:</b> The teacher will welcome the students to the carpet by letting them know that today is a special day. Tell a story about how when you were little, you had to work on your own all the time and it was so boring. Today, we don't have to work alone, we get to work with our partners!</p> <p>b. <b>Teaching:</b> The teacher will name the teaching point, "Readers can read with a partner using everything they know, in many different ways. They can also invent fun ways to share their books together! Readers make a plan for partner reading and can use the anchor charts in the room to help them make plans."</p> <p>c. <b>Active Engagement:</b> The teacher will model and share different ways authors can share their reading with a partner. Ask questions such as "Why are the characters doing that?" or "How do you think the character is feeling?"</p> <p>d. <b>Link:</b> The teacher will tell the children that today when you are reading with a partner act out parts of the story. Make a plan for how you are going to share your story with</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p>	<p>C</p> <p>Communication Collaboration Critical Thinking Creativity</p>

		<p>others (puppets, scenery, etc.)</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will stop students and list different ways students want to share their stories.</p> <p>f. <b>Share:</b> The teacher will have students will share their plans for their stories in preparation for the celebration.</p> <p><a href="#">Appendix Documents</a></p>	<p>Setting Objectives</p> <p>Providing Feedback</p>	
1,3	<p><b>RL.K.1</b> RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.7 <b>RL.K.10</b> <b>RF.K.4</b> SL.K.1 SL.K.6</p>	<p><b>Celebration:</b> <b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know the importance of using reading strategies to read.</li> <li>Understand the reading strategies taught</li> <li>Be able to use a variety of reading strategies to read.</li> </ul> <p>The reader celebration will recognize the importance all reading strategies play in being a successful reader. Each classroom may choose to hold the celebration differently, some ideas include:</p> <ul style="list-style-type: none"> <li>Inviting class buddies in to read together</li> <li>Partnering with another grade level classroom</li> <li>Inviting in parents, community members, authors in the classroom to read to students</li> <li>Share reading via class website or students digital portfolios</li> <li>Send the children out to be a mystery reader in another classroom</li> <li>Reader's Theater</li> <li>Act out a variety of different familiar stories</li> </ul> <p>Most importantly give students a chance to share what they have done and have an opportunity to celebrate their learning.</p>	<p>Setting Objectives</p>	<p>C</p> <p>Communication Collaboration Critical Thinking Creativity</p>

## Writer's Workshop

### Show and Tell: From Labels to Pattern Books

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
2, 3	<p>RI.K.7 W.K.2 SL.K.1 SL.K.4 SL.K.5</p>	<p>1. <b>Drawing and Writing a Lot on Each Page</b> (Session 1) <b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know writers practice a lot.</li> <li>Understand that the more they write the better writer they will become.</li> </ul>	<p>Setting Objectives</p>	<p>A</p> <p>Critical Thinking Communication</p>

	SL.K.6 L.K.1 <b>L.K.2</b>	<ul style="list-style-type: none"> <li>Be able to draw and write a lot on each page.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Celebrate that students are growing-and that growth includes growth as writers.</li> <li>Suggests that because the kids have grown so much, it is time for a new unit. Rally students around the idea of a unit devoted to show and tell and get them started on today's show and tell.</li> <li>Name the teaching point: <i>"Today I want to teach you that because you are growing as writers, the amount of stuff you put on each page of your writing needs to grow, too. Starting now and for the rest of your life, it's important for you to draw and write a lot on each page."</i></li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Demonstrate how you write a lot on each page. Start by planning a drawing, sketching super quickly, adding detail.</li> <li>Debrief that you added a lot to your drawing. Then proceed to label half a dozen things on your drawing.</li> </ol> <p><b>c. Active Engagement:</b> The teacher will channel writers to think and talk about what they'll be drawing and writing about. Help them think of possible ideas by sharing a few things you could have written about but didn't.</p> <p><b>d. Link:</b> The teacher will send children off to choose one thing to write about, then to draw and write about that one item, filling up one page.</p> <p><b>e. Mid-Workshop Teaching Point:</b> The teacher will celebrate tools that help-the name wall and alphabet chart.</p> <p><b>f. Share:</b> The teacher will help students write more words on their papers.</p> <p><a href="#">Session 1 Appendix Documents</a></p>	Cooperative Learning  Setting Objectives and Providing Feedback	Collaboration
2, 3	RI.K.7 W.K.2 SL.K.1 SL.K.4 SL.K.5 SL.K.6 L.K.1 <b>L.K.2</b> L.K.6	<p><b>2. Writers Plan What They'll Draw and Write (Bend 1)</b></p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know that writers notice things.</li> <li>Understand how to use your senses to describe an object.</li> <li>Be able to record observations of their objects.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Recruit students to set up their writing spots, getting their special objects and placing them at their spots ready for them to use after the lesson.</li> <li>Say, <i>"Today I want to teach you that when you want to draw something, it helps to first think, 'How will I draw this? What parts do I see?,' and then to draw all those parts. After that, you can label all the parts."</i></li> </ol> <p><b>b. Teaching:</b> The teacher will demonstrate how they think before drawing, emphasizing that it helps to draw the object big enough so that you can add details.</p> <p><b>c. Active Engagement:</b> The teacher will:</p>	Setting Objectives  Cooperative Learning	A  Critical Thinking Communication Collaboration







	L.K.4 L.K.5 L.K.6	<p><i>their library, about the topics that are important to them. To do this, you can think, "What are the people, places, and things that I wish there were more books about? Then you can choose one and write a book about it, page by page, using all you already know."</i></p> <p><b>b. Teaching and Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Invite partners to brainstorm topics for books that kids want to read. Select a topic your students love and propose that the class write a book about that topic.</li> <li>Guide students to help you plan, draw, and write a pattern book, using what they already learned about writing show-and-tell books.</li> </ol> <p><b>c. Link:</b> The teacher will rally students to write a whole book about a topic that matters to them today. Call on a few children to share their topics before sending the whole group off to write, using all they know to help them.</p> <p><b>d. Mid-Workshop Teaching Point:</b> The teacher will use their tools to spell tricky words.</p> <p><b>e. Share:</b> The teacher will explain that today, kids will read each other's books, just like during reading time. Channel students to introduce their books, sit back to back, and read.</p> <p><a href="#">Appendix Documents</a></p>	Setting Objectives	
2	SL.K.1 SL.K.6 L.K.1 <b>L.K.2</b> L.K.4 L.K.5 L.K.6	<p><b>6. Author Celebration</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know the importance of writing for an audience.</li> <li>Understand the necessary steps to write a piece that is engaging for an audience.</li> <li>Be able to share their writing with an audience.</li> </ul> <p>This will be a celebration of the persuasive authors and their work. Each classroom may choose to hold the celebration differently. Some ideas include:</p> <ul style="list-style-type: none"> <li>Bookstore Celebration</li> <li>Inviting class buddies in to read student writing</li> <li>Partnering with another grade level classroom</li> <li>Inviting in parents, community members, authors in the classroom to read students writing</li> <li>Share writing via class website or students digital portfolios</li> <li>Send writing out to an audience via apps such as Remind 101, Google Drive, and more</li> </ul> <p>Most importantly, give students the opportunity to share the work they have done and celebrate their learning.</p>	Setting Objectives	B  Critical Thinking Communication Collaboration

# Language/Word Study

1	RL.K.2 RL.K.7 RF.K.1 RF.K.2 RF.K.3 <b>RF.K.4</b>	<b>Interactive Read Aloud</b> <b>Session 1:</b> <ul style="list-style-type: none"> <li>Choose a picture book of your choice.</li> <li>Introduce the book and take a picture walk</li> <li>Read text modeling expression</li> <li>Notice how pictures support the story</li> <li>Invite students to chime in on familiar parts</li> <li>Teacher retells story</li> </ul> <b>Session 2:</b> <ul style="list-style-type: none"> <li>Channel students to do some new thinking work</li> <li>Perform the book or do a wrap up activity</li> </ul>	Advance Organizer  Nonlinguistic	A Critical Thinking Creativity Communication
1	<b>RL.K.1</b> RL.K.2 RL.K.3 RL.K.7 RF.K.1 RF.K.1a RF.K.1c RF.K.2 RF.K.3 <b>RF.K.4</b> L.K.1 L.K.1a L.K.1b L.K.1c L.K.1d L.K.1e L.K.1f	<b>Shared Reading</b> Teacher choice of text some lessons could include: <ul style="list-style-type: none"> <li>Book introduction</li> <li>Picture walk</li> <li>Consider opportunities to build vocabulary</li> <li>Reread with a focus</li> <li>Pattern Read</li> <li>Turn and talk about text with a partner</li> <li>Word Study</li> <li>Concepts of Print</li> </ul>	Advance Organizer  Cues, Questions	A Critical Thinking
1	RF.K.3	<b>Sight Word Practice</b>  Students will practice and learn <a href="#">quarterly sight words</a> , to support their reading skills.	Practice	B Critical Thinking
1	RF.K.2a RF.K.2d RF.K.3 RF.K.3a RF.K.3c	<b>Benchmark Phonics Units:</b> Unit 2: Every Story Has Characters & Unit 3: Rules at Home and School	Similarities & Differences	B Collaboration Critical Thinking

		<table><tr><th colspan="2"></th><th>DAY 1</th><th>DAY 2</th><th>DAY 3</th><th>DAY 4</th><th>DAY 5</th></tr><tr><th rowspan="2">WEEK 1</th><th>Whole Group</th><td><b>Focus Skill s /s/</b><ul style="list-style-type: none"><li>• Shared Reading: "Little Miss Muffet"</li><li>• Phonological Awareness: Phoneme Isolation</li><li>• Spelling-Sound Correspondences</li><li>• Blend Words</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul></td><td><b>Focus Skill s /s/</b><ul style="list-style-type: none"><li>• Shared Reading: "Little Miss Muffet"</li><li>• Phonological Awareness: Phoneme Categorization</li><li>• Blend and Build Words</li><li>• Connect Phonics and Writing</li><li>• Read Connected Text</li><li>• Letter-Sound Fast Track: <b>m /m/</b></li><li>• Share and Reflect</li></ul></td><td><b>Focus Skill s /s/</b><ul style="list-style-type: none"><li>• Phonological Awareness: Phoneme Isolation</li><li>• Independent Reading: "Sam"</li><li>• Letter-Sound Fast Track: <b>t /t/</b></li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul></td><td><b>Focus Skill s /s/</b><ul style="list-style-type: none"><li>• Reread "Sam"</li><li>• Write About the Text: Encode</li><li>• Letter-Sound Fast Track: <b>r /r/</b></li></ul></td><td><b>Review/Assess: s /s/</b><ul style="list-style-type: none"><li>• Phonological Awareness: Blend Onset and Rime</li><li>• Reread "Sam" and Decodable Lap Book</li><li>• High-Frequency Words</li><li>• Write Letters and Words</li><li>• Spiral Review: <b>a /a/, m /m/</b></li><li>• Letter-Sound Fast Track: <b>s /s/, m /m/, t /t/, r /r/</b></li></ul></td></tr><tr><th>Small Group</th><td><ul style="list-style-type: none"><li>• Shared Reading: "Little Miss Muffet"</li><li>• Blend Words</li><li>• Independent Practice/ Partner Work</li></ul></td><td><ul style="list-style-type: none"><li>• Blend and Build Words</li><li>• Letter Sounds</li><li>• Independent Practice/ Partner Work</li></ul></td><td><ul style="list-style-type: none"><li>• Letter Sounds</li><li>• Independent Reading: "Sam" and Decodable Lap Book</li><li>• Independent Practice/ Partner Work</li></ul></td><td></td><td><ul style="list-style-type: none"><li>• Cumulative Assessment</li></ul></td></tr></table>			DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	WEEK 1	Whole Group	<b>Focus Skill s /s/</b> <ul style="list-style-type: none"><li>• Shared Reading: "Little Miss Muffet"</li><li>• Phonological Awareness: Phoneme Isolation</li><li>• Spelling-Sound Correspondences</li><li>• Blend Words</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul>	<b>Focus Skill s /s/</b> <ul style="list-style-type: none"><li>• Shared Reading: "Little Miss Muffet"</li><li>• Phonological Awareness: Phoneme Categorization</li><li>• Blend and Build Words</li><li>• Connect Phonics and Writing</li><li>• Read Connected Text</li><li>• Letter-Sound Fast Track: <b>m /m/</b></li><li>• Share and Reflect</li></ul>	<b>Focus Skill s /s/</b> <ul style="list-style-type: none"><li>• Phonological Awareness: Phoneme Isolation</li><li>• Independent Reading: "Sam"</li><li>• Letter-Sound Fast Track: <b>t /t/</b></li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul>	<b>Focus Skill s /s/</b> <ul style="list-style-type: none"><li>• Reread "Sam"</li><li>• Write About the Text: Encode</li><li>• Letter-Sound Fast Track: <b>r /r/</b></li></ul>	<b>Review/Assess: s /s/</b> <ul style="list-style-type: none"><li>• Phonological Awareness: Blend Onset and Rime</li><li>• Reread "Sam" and Decodable Lap Book</li><li>• High-Frequency Words</li><li>• Write Letters and Words</li><li>• Spiral Review: <b>a /a/, m /m/</b></li><li>• Letter-Sound Fast Track: <b>s /s/, m /m/, t /t/, r /r/</b></li></ul>	Small Group	<ul style="list-style-type: none"><li>• Shared Reading: "Little Miss Muffet"</li><li>• Blend Words</li><li>• Independent Practice/ Partner Work</li></ul>	<ul style="list-style-type: none"><li>• Blend and Build Words</li><li>• Letter Sounds</li><li>• Independent Practice/ Partner Work</li></ul>	<ul style="list-style-type: none"><li>• Letter Sounds</li><li>• Independent Reading: "Sam" and Decodable Lap Book</li><li>• Independent Practice/ Partner Work</li></ul>		<ul style="list-style-type: none"><li>• Cumulative Assessment</li></ul>	Nonlinguistic Representation  Homework & Practice  Collaboration	
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2	RF.K.1d L.K.1a	<b>Handwriting</b> Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communication																				
1, 2, 3	L.K.4	<b>Interactive Vocabulary</b>  The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"><li>• Organizers like concept mapping or Frayer model</li><li>• Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li><li>• Similarities and differences looking at similar and different words to the term</li><li>• Nonlinguistic representation</li></ul>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C  Critical Thinking Communication Collaboration																				

## Unit 2: Resources

UNIT RESOURCES
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">Emergent Reader Resources</a></li> <li>• <a href="#">Show and Tell Resources</a></li> <li>• <a href="#">Phonics Lessons</a></li> <li>• <a href="#">Sight Word List</a></li> </ul> <b>Emergent Storybook Reading Scale (<a href="http://www.heineman.com">www.heineman.com</a>)</b> (Books Currently Have) <ul style="list-style-type: none"> <li>○ <i>The Three Billy Goats Gruff</i> by Paul Galdone,</li> <li>○ <i>The Carrot Seed</i> by Ruth Krauss,</li> <li>○ <i>Are You My Mother?</i> By P.D. Eastman,</li> </ul>

- *Koala Lou* by Mem Fox.

Writing:

Possible books to support the unit:

- *A Tree for All Seasons*
- *Seed, Sprout*
- *Pumpkin Pie*
- *Apples for Everyone* by Jill Esbaum

Benchmark Phonics Lessons

Copy of alphabet chart for each child (from Benchmark Phonics)

### **Student Resources:**

**Reading:**

- Book tubs of familiar texts

**Writing:**

- Large zip lock baggies to collect science artifacts (leaves, twigs, acorns, pine cones, ect.)
- Blank writing paper and colored pencils (optional)
- Writing paper with lines at the bottom
- Alphabet charts, name charts, mini word walls
- Pencils

### **Vocabulary:**

**Audience**-a group of listeners or viewers

**Author**- the person who wrote the story

**Illustrator**-the person who made the pictures for a story

**Illustrations**- graphic representation of important content(for example, art, photos, maps, graphs, charts) in a fiction or nonfiction text.

**Strategies**--a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.

**Storybook**- type of text that tells a story

## Unit 3: Super Powers: Reading with Print Strategies (Bk. 2) and Sight Word Powers & Writing for Readers (BK. 2)

<b>Content Area:</b> English Language Arts	<b>Course:</b> Kindergarten	<b>UNIT:</b> Super Powers: Reading with Print Strategies and Sight Word Power & Writing for Readers
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<b>Unit Description:</b> <b>Reading:</b> In this unit, students will learn to draw on multiple sources of information--meaning, syntax, and the sounds of letters so that they can begin to use them at the beginning of the words in higher-level books (Levels C and beyond). Students will build on the work they have been doing in emergent storybooks, shared reading, and unfamiliar books with increasing	<b>Unit Timeline:</b>  <b>Reading:</b> 20 days  <b>Writing:</b> 20 days
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independence. Teachers will place a greater emphasis on looking at the print and developing the concept of one-to-one matching to help students understand that the print conveys meaning. Teachers also invite students to make social connections that are about reading and words.

**Writing:** In this unit, students will learn to write stories that people can really read. They will learn about tools and strategies writers use to make their writing powerful. Through revision, students will learn to make their stories fun to read and prepare their pieces for publication.

### DESIRED Results

**Transfer Goal - Students will be able to independently use their learning to.....**

- Actively engage in a variety of text for multiple purposes.
- Effectively write for different purposes and varied audiences.
- Effectively communicate and collaborate with peers and adults.

**Understandings – Students will understand that... (Big Ideas)**

1. Fluent readers use a variety of strategies to construct meaning from text.
2. Effective writers use the writing process to produce writing for a variety of purposes.
3. Effective speakers and listeners participate in collaborative conversations.

**Essential Questions: Students will keep considering...**

- Which strategies do we use to figure out words?
- What can we do to help us understand what we are reading?
- What does fluent reading sound like?
- Why do we write?
- Who do we write for?
- What do good writers do?
- What is a conversation?
- What does a good speaker do?
- What does a good listener look like?

Standard	Students will understand...	Students will know.....	Students Will Be Able to.....
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<b>RL.K.1</b>	<ul style="list-style-type: none"> <li>• A question is something you ask to gain information or clarify understanding</li> <li>• Questions should be on topic and relevant to the discussion or text</li> <li>• A key detail supports what the story is mostly about</li> </ul>	<ul style="list-style-type: none"> <li>• Readers ask questions while you are reading</li> <li>• Readers answer questions about a text</li> <li>• Asking and answering questions helps us better understand what we are reading</li> </ul>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
RL.K.2	<ul style="list-style-type: none"> <li>• Retelling a story includes talking about the beginning, middle, and end, also the characters and setting.</li> <li>• Events happen in a sequential or chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• Readers understand that there are key details and some are more important than others.</li> <li>• Stories have beginning, middle, and end.</li> </ul>	With prompting and support, retell familiar stories, including key details.
RL.K.3	<ul style="list-style-type: none"> <li>• A character is a person/animal in a story</li> <li>• A setting is where a story takes place</li> <li>• A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Stories will have character(s).</li> <li>• Stories will have a setting(s).</li> <li>• Stories will have at least one major event.</li> </ul>	With prompting and support, identify characters, setting, and major events in a story.
RL.K.4	<ul style="list-style-type: none"> <li>• A text tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Words have meaning.</li> </ul>	Ask and answer questions about unknown words in a text.
RL.K.5	<ul style="list-style-type: none"> <li>• Know there are a variety of literary text</li> </ul>	<ul style="list-style-type: none"> <li>• The characteristics of storybooks, poems, etc.</li> </ul>	Recognize common types of texts (e.g., storybooks, poems)
RL.K.7	<ul style="list-style-type: none"> <li>• Pictures can tell a story</li> <li>• Words can tell a story</li> <li>• Words and illustrations can work together</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations convey key details about the story</li> <li>• Illustrations support the meaning of the text</li> <li>• Illustrations enhance the meaning of a text</li> </ul>	With prompting and support, describe the relationship between illustration and the story in which they appear (e.g., what moments in a story an illustration depicts).
RL.K.9	<ul style="list-style-type: none"> <li>• The elements of a story (character, setting, problem, solution)</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences within a text</li> </ul>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>RL.K.10</b>	<ul style="list-style-type: none"> <li>• How to read and understand a text independently</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letters have sounds</li> <li>• Letters make words</li> <li>• Words make sentences</li> <li>• Sentences tell a story</li> </ul>	<b>Actively engage in a group reading activities with purpose and understanding.</b>
RI.K.4	<ul style="list-style-type: none"> <li>• Text gives information</li> </ul>	<ul style="list-style-type: none"> <li>• Words have meaning</li> </ul>	With prompting and support, ask and answer questions about unknown words in a text.

RI.K.7	<ul style="list-style-type: none"> <li>• Pictures give information</li> <li>• Words can give information</li> <li>• Words and illustrations can work together</li> </ul>	<ul style="list-style-type: none"> <li>• The words and pictures provide more information when they are combined.</li> </ul>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<b>RI.K.10</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of phonics to text</li> <li>• Gather information from the text</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letters have sounds</li> <li>• Letters make words</li> <li>• Words make sentences</li> <li>• Words and pictures provide information</li> </ul>	<b>Actively engage in group reading activities with purpose and understanding.</b>
RF.K.1	<ul style="list-style-type: none"> <li>• A letter represents a sound</li> <li>• Letters strung together in a sequence make words</li> <li>• Name of the letters.</li> <li>• The beginning is where something starts</li> <li>• The middle is between the beginning and the end</li> <li>• The end is where something stops</li> <li>• A word is something someone says or writes</li> <li>• A space is blank between words</li> <li>• The location of the top of the page</li> <li>• The location of the bottom of the page</li> <li>• Right side vs left side</li> <li>• Location of the left side of the page</li> </ul>	<ul style="list-style-type: none"> <li>• Understand concept of print</li> <li>• Specific letter sequence make words</li> <li>• Words carry most of meaning</li> <li>• Spoken words can be written</li> <li>• You read from left to right</li> <li>• You read from the top of the page to the bottom</li> <li>• Spaces separate words to make reading easier</li> </ul>	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	<ul style="list-style-type: none"> <li>• The beginning is where something starts</li> <li>• The middle is between the beginning and the end</li> <li>• The end is where something stops</li> <li>• The location of the top of the page</li> <li>• The location of the bottom of the page</li> <li>• Right side vs left side</li> <li>• Location of the left side of the page</li> </ul>	<ul style="list-style-type: none"> <li>• You read from left to right</li> <li>• You read from the top of the page to the bottom</li> </ul>	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	<ul style="list-style-type: none"> <li>• A letter represents a sound</li> <li>• Letters strung together in a sequence make words</li> </ul>	<ul style="list-style-type: none"> <li>• Specific letter sequence make words</li> <li>• Words carry most of meaning</li> <li>• Spoken words can be written</li> </ul>	Recognize that spoken words are represented in written language by specific sequence of letters.
RF.K.c	<ul style="list-style-type: none"> <li>• A space is blank between words</li> </ul>	<ul style="list-style-type: none"> <li>• Spaces separate words to make reading easier</li> </ul>	Understand that words are separated by spaces in print

RF.K.1d	<ul style="list-style-type: none"> <li>• A letter represents a sound</li> <li>• Name of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between upper-and lower case letters</li> <li>• Purpose for upper-and lower case letters</li> </ul>	Recognize and name all upper-and lowercase letters of the alphabet.
RF.K.2	<ul style="list-style-type: none"> <li>• Rhyming words end with the same sound</li> <li>• A syllable is a unit of a word that includes at least one vowel</li> <li>• Blending is putting individual sounds together</li> <li>• Segmenting is taking a word and breaking it apart into syllables or individual sounds</li> <li>• An onset is the initial consonant or consonant blend (in a single syllable word) before the vowel</li> <li>• A rime is the vowel and any consonants that follow the onset</li> <li>• The beginning is where something starts</li> <li>• The middle is between the beginning and the end</li> <li>• The end is where something stops</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words make language/text interesting</li> <li>• Words can be broken into parts.</li> <li>• Combining individual sounds together to make a word.</li> <li>• Words can be broken apart by individual sounds.</li> <li>• Changing one sound in a word changes the word.</li> </ul>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
RF.K.2a	<ul style="list-style-type: none"> <li>• Rhyming words end with the same sound (ex. Slam/jam, night/kite).</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words end with the same sound</li> </ul>	Recognize and produce rhyming words.
RF.K.2b	<ul style="list-style-type: none"> <li>• Syllables are units of a spoken word and where words are naturally divided.</li> <li>• Blending is putting individual sounds together.</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds must be spoken in their proper sequence.</li> </ul>	Count, pronounce, blend, and segment syllables in broken words.
RF.K.2c	<ul style="list-style-type: none"> <li>• Syllables are units of a spoken word and where words are naturally divided.</li> <li>• Blending is putting individual sounds together.</li> <li>• An onset is the initial consonant or consonant blend (in a single syllable word) before the vowel.</li> <li>• A rime is the vowel and any consonant that follows the onset.</li> </ul>	<ul style="list-style-type: none"> <li>• Words can be broken into parts</li> </ul>	Blend and segment onsets and rimes of single-syllables in spoken words.
RF.K.2d	<ul style="list-style-type: none"> <li>• The beginning is where something starts</li> </ul>	<ul style="list-style-type: none"> <li>• Words can be broken into parts.</li> <li>• Combining individual sounds together to make a word.</li> </ul>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.



	<ul style="list-style-type: none"> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> <li>Blending is putting individual sounds together</li> <li>Segmenting is taking a word and breaking it apart into syllables or individual sounds</li> </ul>	<ul style="list-style-type: none"> <li>Words can be broken apart by individual sounds.</li> </ul>	
RF.K.2e	<ul style="list-style-type: none"> <li>Letters can be manipulated to create new words</li> </ul>	<ul style="list-style-type: none"> <li>Changing one sound in a word changes the word.</li> <li>Words can be broken into parts.</li> </ul>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	<ul style="list-style-type: none"> <li>Sight words or high-frequency words are words we need to know automatically</li> </ul>	<ul style="list-style-type: none"> <li>Some words are not able to be decoded</li> <li>There are a group of words that have to be known by sight.</li> </ul>	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	<ul style="list-style-type: none"> <li>A letter represents a sound</li> </ul>	<ul style="list-style-type: none"> <li>Each letter is unique</li> </ul>	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
RF.K.3b	<ul style="list-style-type: none"> <li>Long vowels</li> <li>Short vowels</li> </ul>	<ul style="list-style-type: none"> <li>A letter or letters represent or spell a sound in a word.</li> </ul>	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3c	<ul style="list-style-type: none"> <li><a href="#">FHSD Kindergarten Sight Words</a></li> </ul>	<ul style="list-style-type: none"> <li>Sight words help me become a reader</li> </ul>	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
RF.K.3d	<ul style="list-style-type: none"> <li>A letter represents a sound</li> <li>Vowels are phonemes that are <i>voiced</i> and <i>open</i>. Vowels are the heart of every syllable; every syllable must have a vowel.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the knowledge of letter-sound relationships</li> </ul>	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<b>RF.K.4</b>	<ul style="list-style-type: none"> <li>Concepts of Print</li> <li>Sight words or high-frequency words are words we need to know automatically</li> <li>A letter represents a sound</li> <li>Sounds</li> <li>Reading Strategies are intentional, deliberate actions a reader takes to accomplish a task or skill</li> <li>Fluency is to read with sufficient speed to support understanding</li> </ul>	<ul style="list-style-type: none"> <li>Readers read for a variety of purposes.</li> <li>Reading fluently helps me understand the story</li> <li>Reading strategies help me understand what I am reading</li> </ul>	<b>Read emergent-reader text with purpose and understanding.</b>

W.K.3	<ul style="list-style-type: none"> <li>There are different ways to tell a story</li> <li>Stories can be told, written, or drawn</li> </ul>	<ul style="list-style-type: none"> <li>Stories have a beginning, middle, and an end</li> </ul>	<b>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.</b>
W.K.5	<ul style="list-style-type: none"> <li>Good listeners look at the speaker and listen</li> <li>That constructive feedback can be helpful from a peer.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback helps us improve our writing</li> <li>Feedback gives a different viewpoint</li> </ul>	With guidance and support from adults, respond to questions and suggestions from peers and add details.
W.K.6	<ul style="list-style-type: none"> <li>Digital tools can be used for different purposes</li> <li>Depending on the digital tool depends on how you will use it (e.g., iPad, computer, camera)</li> <li>There are a variety of digital tools</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of publishing a written piece.</li> <li>How digital tools can improve a written piece.</li> <li>The purpose for writing dictates which digital tools will be most helpful.</li> </ul>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7	<ul style="list-style-type: none"> <li>How to gather information about a topic.</li> <li>Where to look for information.</li> </ul>	<ul style="list-style-type: none"> <li>Research can be done in a variety of ways to learn about a topic</li> <li>Research allows us to become an expert and develop an opinion about a topic</li> <li>Shared research builds knowledge of everyone as information and ideas are shared collaboratively</li> </ul>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.
SL.K.1	<ul style="list-style-type: none"> <li>Classroom expectations for discussion</li> <li>Kindergarten vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose of having is a conversation is two ways; talking and listening</li> <li>Understand turn taking (collaborative conversations)</li> </ul>	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.2	<ul style="list-style-type: none"> <li>Key ideas and details are parts of a text that support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>How to ask a questions for understanding</li> <li>How to answer questions</li> <li>The difference between a statement and a question</li> </ul>	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.
SL.K.4	<ul style="list-style-type: none"> <li>Know people, places, things, and events that are familiar</li> </ul>	<ul style="list-style-type: none"> <li>A variety of ways can describe people, places, things, and events</li> </ul>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</b>
SL.K.6	<ul style="list-style-type: none"> <li>Appropriate volume level</li> </ul>	<ul style="list-style-type: none"> <li>In order to be understood and heard volume level while speaking is important</li> <li>Volume level while speaking is determined based on each situation</li> </ul>	Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1	<ul style="list-style-type: none"> <li>• Uppercase letters</li> <li>• Lowercase letters</li> <li>• Nouns are words that name persons, places, things, animals, or abstract ideas</li> <li>• Verbs are words that name actions or states of being</li> <li>• Plural nouns are more than one person, place, thing, animal, or abstract idea</li> <li>• Question words: who, what, where, when, how, why</li> <li>• Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence</li> <li>• A complete sentence completes a thought or idea. It can be a statement, question, command, or wish.</li> </ul>	<ul style="list-style-type: none"> <li>• The correct formation of upper- and lowercase letters.</li> <li>• When and how to use nouns and verbs.</li> <li>• By adding /s/ or /es/ a noun becomes plural.</li> <li>• When and how to use question words appropriately.</li> <li>• When to use prepositions appropriately.</li> <li>• How to use a complete sentence when writing or speaking.</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1a	<ul style="list-style-type: none"> <li>• Uppercase letters</li> <li>• Lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>• The correct formation of upper- and lowercase letters.</li> </ul>	Print many upper-and lowercase letters
L.K.1b	<ul style="list-style-type: none"> <li>• Nouns are words that name persons, places, things, animals, or abstract ideas</li> <li>• Verbs are words that name actions or states of being</li> </ul>	<ul style="list-style-type: none"> <li>• Complete sentences have at least a noun and a verb</li> </ul>	Use frequently occurring nouns and verbs
L.K.1c	<ul style="list-style-type: none"> <li>• Plural nouns are more than one person, place, thing, animal, or abstract idea</li> </ul>	<ul style="list-style-type: none"> <li>• By adding /s/ or /es/ a noun becomes plural.</li> </ul>	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes)
L.K.2	<ul style="list-style-type: none"> <li>• Capital and lower-case letters</li> <li>• A sentence ends with punctuation (e.g., period, question mark, exclamation point)</li> <li>• Letter sounds for letters in the alphabet</li> <li>• Letters sounds together make words</li> <li>• Pronoun I is capitalized</li> </ul>	<ul style="list-style-type: none"> <li>• First word of a sentence begins with a capital letter</li> <li>• Different types of punctuation for different types of sentences</li> <li>• Letters represent sounds</li> <li>• Writers use letters to represent sounds when spelling words</li> </ul>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
L.K.2a	<ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence</li> <li>• Capitalize the pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>• Some letters need to be capitalized</li> </ul>	<b>Capitalize the first word in a sentence and the pronoun I.</b>

L.K.2b	<ul style="list-style-type: none"> <li>A sentence ends with punctuation (e.g., period, question mark, exclamation point)</li> </ul>	<ul style="list-style-type: none"> <li>Ending punctuation tells us the thought or idea is complete</li> </ul>	<b>Recognize and name end punctuation</b>
L.K.2c	<ul style="list-style-type: none"> <li>Letter sounds for letters in the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Letters represent sounds</li> </ul>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d	<ul style="list-style-type: none"> <li>Letter sounds together make words</li> </ul>	<ul style="list-style-type: none"> <li>Writers use letters to represent sound when spelling words</li> </ul>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4	<ul style="list-style-type: none"> <li>Know words have meaning</li> <li>Words can have more than one meaning</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the context of the how the word is used, depends on the meaning of the word</li> <li>Awareness to look for the differences while reading</li> </ul>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>kindergarten reading and content</i> .
L.K.4.a	<ul style="list-style-type: none"> <li>Words have more than one meaning</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the context of the how the word is used, depends on the meaning of the word</li> </ul>	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)
L.K.5.b	<ul style="list-style-type: none"> <li>Antonyms are opposites</li> </ul>	<ul style="list-style-type: none"> <li>Playing with words help increase understanding of the word meaning and increases vocabulary</li> </ul>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.6	<ul style="list-style-type: none"> <li>Domain specific vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Using words and phrases acquired through conversations and reading validates understanding of texts and can improve writing</li> </ul>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Unit 3: Assessment

#### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2	<b>RL.K.10</b> <b>RI.K.10</b>	<p><b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&amp;P reading level.</p> <p>Mastery Levels:</p>	<p><b><u>21 Century</u></b></p> <p>C/D Communication Collaboration Critical Thinking Creativity</p>

	<p><b>RL.K.1</b> <b>RI.K.1</b></p> <p><b>W.K.3</b> <b>L.K.2</b></p>	<table border="1"> <thead> <tr> <th colspan="4">Kindergarten Reading Level Expectations</th> </tr> <tr> <th></th> <th>Meets or Exceeds Quarterly Expectations</th> <th>Progressing On Quarterly Expectations</th> <th>Minimal Progress On Quarterly Expectations</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td> <td>A</td> <td>AA</td> <td>No Concepts of Print</td> </tr> <tr> <td>2<sup>nd</sup> Quarter</td> <td>B</td> <td>A</td> <td>AA</td> </tr> <tr> <td>3<sup>rd</sup> Quarter</td> <td>C</td> <td>B</td> <td>A</td> </tr> <tr> <td>4<sup>th</sup> Quarter</td> <td>D</td> <td>C</td> <td>B</td> </tr> </tbody> </table> <p><b>Reading Benchmark:</b> Teacher will use reading benchmark and <a href="#">protocol</a> to assess students on priority standards in reading.</p> <p><b>Writing:</b> <i>"I'm really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best small moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have <b>forty-five</b> minutes to write this true story over 2 sessions., You'll need to plan draft, revise, and edit in one setting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> <li>• <i>Make a beginning of your story</i></li> <li>• <i>Show what happened in order</i></li> <li>• <i>Use details to help readers picture your story</i></li> <li>• <i>Make an ending for your story.</i></li> </ul> <p><a href="#">Narrative Rubric</a></p>	Kindergarten Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	A	AA	No Concepts of Print	2 <sup>nd</sup> Quarter	B	A	AA	3 <sup>rd</sup> Quarter	C	B	A	4 <sup>th</sup> Quarter	D	C	B	
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3 <sup>rd</sup> Quarter	C	B	A																								
4 <sup>th</sup> Quarter	D	C	B																								

### Unit 3: Sample Activities

SAMPLE LEARNING PLAN
<p><b>Pre-assessment:</b> <i>"I'm really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best small moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have <b>forty-five</b> minutes to write this true story over 2 sessions., You'll need to plan draft, revise, and edit in one setting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> <li>• <i>Make a beginning of your story</i></li> <li>• <i>Show what happened in order</i></li> <li>• <i>Use details to help readers picture your story</i></li> <li>• <i>Make an ending for your story.</i></li> </ul>

Reader's Workshop				
Super Powers: Reading with Print Strategies and Sight Word Power (Bk. 2)				
<u>Understandi</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional</u>	<u>R/R Quadrant:</u>





		<p>c. <b>Active Engagement:</b> The teacher will invite children to read their copies of a familiar text, such as a copy of a class book, making sure their pointer is under the sight words they read--and to reread the text if it is not.</p> <p>d. <b>Link:</b> The teacher will reiterate for children the new pointer power they now have.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will remind students to remember to point under words, not under punctuation.</p> <p>f. <b>Share:</b> The teacher will</p> <ol style="list-style-type: none"> <li>Teach children a new way to check their pointing.</li> <li>Show students how to check the first letter of the word they are pointing under to see if it matches the first letter of the word they read.</li> <li>Have students work with a partner to check that they are pointing under the sight words and also that they are pointing under words that match the first letter of the words they read.</li> </ol> <p><a href="#">Appendix Documents</a></p>	Reinforcing Effort	
1	RF.K.3 SL.K.1 L.K.2	<p><b>4. Super Readers Learn Words and Practice Reading Them in a “Snap!” (Session 7)</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Know snap words are sight words</li> <li>Understand readers need to recognize sight words quickly</li> <li>Be able to recognize snap words in text and in isolation</li> </ul> <p>a. <b>Connection:</b> The teacher will celebrate reading progress by inviting children to read the name chart, and congratulate them for reading all the names in a snap.</p> <p>b. <b>Teaching:</b> The teacher will invite children to read two pages of the demonstration text with you, and be on the lookout for a word the class uses a lot. Then, work as a class to look, read, spell, write, look, read.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Encourage children to suggest new snap words from your demonstration text.</li> <li>Explain the steps readers take to make themselves new high-frequency words (snap words), and then demonstrate using a word from the demonstration text.</li> <li>Encourage kids to carry their knowledge of the new high-frequency word with them always, using that word often. Add it to the class word wall.</li> </ol> <p>d. <b>Link:</b> The teacher will prepare children for their reading by first reading all the words on the word wall.</p> <p>e. <b>Mid-Workshop Teaching:</b> Hunting for Snap Words experience</p> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Rally students to practice new snap words by writing a superhero book together.</li> <li>Call up children to practice recording high-frequency words with</li> </ol>	<p>Setting Objectives</p> <p>Setting Objective</p> <p>Providing Practice</p> <p>Reinforcing Effort</p> <p>Advance Organizer</p>	B Communication



		<p>automaticity, and be sure to correct any mistakes on the spot so that your interactive writing is accurate and can be read easily.</p> <p><a href="#">Appendix Documents</a></p>		
1	<b>RL.K.10</b> <b>RI.K.10</b> <b>RF.K.2</b> <b>RF.K.3</b>	<p><b>5. Super Readers Make the First Sound in the Word to Help Them Read Word</b> (Session 8)</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Know the alphabet chart</li> <li>• Understand letters make sounds</li> <li>• Be able to say the first letter sound of an unfamiliar word</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Lead the class in a warm-up that reviews letter-sound correspondence</li> <li>Name the teaching point - sound power</li> </ol> <p>b. <b>Teaching:</b> The teacher will model how to use the first sound of a word to help you read a tricky word in the demonstration text when the picture isn't clear</p> <p>c. <b>Active Engagement:</b> The teacher will set children up to practice this same work on another page in the demonstration text</p> <p>d. <b>Link:</b> The teacher will reiterate that children can activate sound power to strengthen their reading and remind them of the other strategies they've learned to use to read well</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will remind students the alphabet chart can remind you of letter sounds</p> <p>f. <b>Share:</b> The teacher will lead the class in creating a class book by segmenting and isolating sounds in the words they hear.</p> <p><a href="#">Appendix Documents</a></p>	<p>Providing Practice</p> <p>Setting Objectives</p> <p>Providing practice</p> <p>Non-linguistic Representation</p>	<p>B</p> <p>Communication Collaboration</p>
1, 3	<b>RF.K.4</b> <b>SL.K.1</b> <b>SL.K.6</b>	<p><b>6. Readers Use Their Voices to Bring Books to Life</b> (Session #11)</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Know that voice expression helps a reader to understand text.</li> <li>• Be able to read and reread familiar books with fluency and expression.</li> <li>• Understand that readers read with smooth voices (expression) to "bring books to life", which aids in comprehension.</li> </ul> <p>a. <b>Connection:</b> The teacher will inform students that now that they have many reading powers, they have the responsibility to bring books to life.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>invite children to bring the familiar text to life with you, reading in smooth reading voices.</li> <li>Deliberately read in a choppy voice, going back to smooth it out.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will listen as children finish reading the same familiar book, continuing to practice the work of bringing books to life using a</p>	<p>Setting Objectives</p> <p>Provide Practice</p>	<p>C</p> <p>Communication Collaboration</p>

		<p>smooth reading voice.</p> <p><b>d. Link:</b> The teacher will give children another opportunity to practice bringing what they read to life with books they choose, both familiar and unfamiliar texts.</p> <p><b>e. Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>help readers activate Reread Power to bring books to life.</li> <li>emphasize that rereading helps us to read smoothly.</li> <li>Have children read with a partner, using their best reading voices.</li> </ol> <p><b>f. Share:</b> The teacher will recruit children to read with fluency and expression.</p> <p><a href="#">Appendix Documents</a></p>	<p>Cooperative Learning</p> <p>Advance Organizer</p>	
1	<p>RL.K.5</p> <p>RL.K.7</p> <p><b>RL.K.10</b></p> <p>RF.K.3</p>	<p><b>7. Readers Use the Pattern to Sing Out Their Books</b> (Session 12)</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Know what a pattern is</li> <li>Understand patterns help us understand unknown words.</li> <li>Be able to identify patterns in a text</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Engage children in marking different rhythms as you read a familiar text</li> <li>Compare the students growing fluency to a symphony.</li> </ol> <p><b>b. Teaching:</b> The teacher will demonstrate how to identify the pattern in a familiar text, and sing the repeating words on each page.</p> <p><b>c. Active Engagement:</b> The teacher will introduce a new text, reading aloud the first few pages to allow students to figure out the pattern.</p> <p><b>d. Link:</b> The teacher will send children off to read, encouraging them to sing their pattern words and use those patterns to figure out new words.</p> <p><b>e. Mid-Workshop Teaching:</b> Figuring Out Tricky Patterns</p> <p><b>f. Share:</b> The teacher will use oral rehearsal to plan a class pattern book together, writing sentences in the air.</p> <p><a href="#">Appendix Documents</a></p>	<p>Setting Objectives</p> <p>Providing Recognition</p> <p>Advance Organizer</p>	<p>A/B</p> <p>Communication Collaboration</p>
1	<p><b>RF.K.4</b></p> <p>SL.K.6</p> <p>L.K.1</p> <p><b>L.K.2</b></p> <p><b>L.K.2.b</b></p>	<p><b>8. Title of Lesson Readers use Punctuation to Figure Out How to Read</b> (Session 13)</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Know punctuation</li> <li>Understand punctuation changes your reading voice</li> <li>Be able to read familiar text while changing their voice for various types of punctuation</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Show photographs of road signs and traffic lights are secret codes</li> <li>Punctuation is like a secret code giving you tips about how to read.</li> </ol> <p><b>b. Teaching:</b> The teacher will use a nursery rhyme or poem that features a variety of punctuation to demonstrate how the reading voice changes with different punctuation</p>	<p>Setting Objectives</p> <p>Providing Practice</p>	<p>B</p> <p>Communication Collaboration</p>



	SL.K.4 SL.K.6 L.K.1 <b>L.K.2</b>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Know: sharing reading with others is important</li> <li>● Understand: reading strategies help readers get ready to share with others</li> <li>● Be able to: use reading strategies to perform a book to share with an audience</li> </ul> <p>a. <b>Connection:</b>. The teacher will tell children that they have something to give back to their families in exchange for the reading lives they've been given.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. model how you think about an audience that you want to share a book with, and then decide which book to perform and how.</li> <li>ii. Invite children to choose an audience for their gift of reading and some possible books to share.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will suggest that partners work together to practice reading their books and giving each other tips, referring to the anchor charts.</p> <p>d. <b>Link:</b> The teacher will ask children to settle on one book to perform and then have them practice reading the book on their own.</p> <p>e. <b>Mid-Workshop Teaching:</b> the teacher will:</p> <ol style="list-style-type: none"> <li>i. show students how to try out different ways to perform a book</li> <li>ii. Invite kids to use all their reading powers as they read with a partner.</li> </ol> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Welcome children to the final celebration and invite two sets of partners to team up, taking turns performing and being an audience.</li> <li>ii. Remind them of their jobs in each role</li> <li>iii. Walk around the room, listening in and admiring children's readings.</li> <li>iv. Tell them they are ready to share this gift with others, and encourage them to do this often.</li> </ol> <p><a href="#">Appendix Documents</a></p>	Setting Objectives	Communication Collaboration Creativity
			Advance Organizer	
			Providing Practice	
			Cooperative Learning	
			Cooperative Learning	



		<p>writing words that tell about their pictures as sentences, writing word after word.</p> <p>b. <b>Teaching:</b> While creating a shared story, the teacher will demonstrate the whole process of saying a word, recording it, leaving a space, then saying the next word.</p> <p>c. <b>Active Engagement:</b> The teacher will ask children to help write each part of the next sentence, encouraging them to say aloud to a partner what they write next, then recruiting some help, working on the shared story, and moving them to the next portion of the sentence.</p> <p>d. <b>Link:</b> The teacher will remind writers to write sentences using what they learned about capital letters, spaces, and period whenever they are working to make writing that is easy to read.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will show the students how to add question marks and exclamation points at the end of dialog sentences to show feeling in how someone is talking. (example: Mo Willem's use of speech bubbles.)</p> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>bring some writers who are strong at writing sentences "into a fishbowl" and name the process those writers use. The writers begin to write while the rest of the class watch the writer closest to them.</li> <li>Have the other students observe and talk to the person next to them about what they noticed.</li> <li>Emphasize that capital letters and spaces and a lot of rereading are all important when writing sentences. Have students check the list of "What Makes Writing Easy to Read".</li> </ol> <p><b>Appendix Documents</b></p>	<p>Cooperative Learning</p> <p>Practice</p>	
2,3	<p><b>RL.K.1</b>  <b>RL.K.2</b>  <b>RL.K.3</b>  <b>W.K.3</b>  <b>W.K.6</b>  <b>L.K.2</b></p>	<p><b>3. Checklists Can Help Writers Make Powerful Stories</b> (Session 6)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know the purpose of a checklist</li> <li>Understand checklists help make your writing more readable</li> <li>Be able to use a checklist to add more details</li> </ul> <p>a. <b>Connection:</b> The teacher will help students know they will continue to write readable true stories using new tools.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell children about a time when checklists have proven to be valuable</li> <li>Tell children that all writers across their school will have checklists to remind them of the things writers to do make a good story and to make other kinds of writing good writing.</li> <li>Reveal part of the checklist for kindergarteners, and remind children how it is used.</li> </ol>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Practice</p>	<p>C</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<p>c. <b>Active Engagement:</b> The teacher will have children reread their own narratives using the checklist.</p> <p>d. <b>Link:</b> The teacher will remind writers that they have a checklist and a “What Makes Writing Easy to Read” to revise and write true stories.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will show students how to reread their work and tap into their memories to add details to their work</p> <p><a href="#">Appendix Documents</a></p>	Advance Organizer	
2, 3	<b>W.K.3</b> L.K.1 L.K.4	<p><b>4. <i>Writing Stories with True Words: Making Stories Talk</i></b> (Session 9)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know examples of “storytelling words” or descriptive words.</li> <li>Understand descriptive words make writing more interesting to the reader.</li> <li>Be able to write a story using descriptive words.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Contrast a simple story with a vibrant story</li> <li>Recruit kids to inquire into how the one story was made differently than the other, growing their own conclusions about what does and does not work when writing stories.</li> <li>Discuss with students the inquiry</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Model writing the last page to the ongoing story, include what not to do to highlight what we hope writers will in fact do.</li> <li>Recruit students to articulate errors they catch you making</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Recruit students to provide a more positive example of writing that incorporates true storytelling words.</li> <li>Encourage students to work with a partner to story-tell the shared episode that has been the source of the class story.</li> </ol> <p>d. <b>Link:</b> The teacher will remind students to incorporate storytelling language into their writing and to use their writing partner as a resource.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will engage students in Think/Pair/Share activity.</p> <p>f. <b>Share:</b> The teacher will celebrate student efforts in using specific words for the people, places, and things in his or her story and for the actions.</p> <p><a href="#">Appendix Documents</a></p>	Setting Objective  Identifying Similarities & Differences   Cooperative Learning   Advance Organizer	C Creativity Critical Thinking Communication Collaboration
2, 3	RF.K.2 RF.K.3 <b>W.K.3</b> W.K.7	<p><b>5. <i>Using Reading Partnerships to Support More Conventional Writing</i></b> (Session #10)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know conventions of upper and lowercase letters, spacing, and punctuation.</li> <li>Know that words are spelled by stretching out sounds.</li> </ul>	Setting Objectives	B  Collaboration Critical Thinking

		<ul style="list-style-type: none"> <li>Understand that writing conventions make writing more readable.</li> <li>Be able to work with a partner to read each other's writing, giving suggestions to make writing more readable.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Have students sit with a reading partner and explain to them that they will write so that other children can read their writing.</li> <li>Explain that partners can be used as a tool who works with the writer to make their books as readable as possible.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Explain that kids are sitting beside reading partners because at the end of writing time, they will read as if it is reading time, helping each other to make their books more readable.</li> <li>Demonstrate how children read with their reading partners, modeling the shifts between reading and writing and the use of tools to help.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will ask reading partners to read one page of one partner's writing in the same manner, shifting between reading and writing as they help each other make the text more readable.</p> <p>d. <b>Link:</b> The teacher will remind children that partner reading will come at the end of writing time. First they need to write the story they will then ask partners to try to read. Scaffold to get story ideas flowing. Dismiss writers once both partners have a story idea.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>lead a discussion on conventions examples from mentor texts. For example, remind students to use all lowercase letters--"real" authors do not use mixed up lower and uppercase letters. Show examples from books. Help each writer understand the specific goal that he or she needs to work toward.</li> <li>Remind students that they are sharing their writing with a partner. They need to be writing with that partner in mind. "As you write, keep asking yourself, 'Do I think my partner will be able to read this?'"</li> </ol> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>send students into their partnerships so they can begin reading their writing together.</li> <li>Reconvene the group to highlight a partnership that was working productively to make each other's writing more readable.</li> </ol> <p><a href="#">Appendix Documents</a></p>	Cooperative Learning	
2, 3	RF.K.1 RF.K.2 RF.K.3 <b>RF.K.4</b>	<p>6. <b>Putting It Together: How to Make Readable Writing</b> (Session #12)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know the Narrative Writing Checklist</li> </ul>	Setting Objectives	C Communication Critical Thinking Collaboration



	L.K.1 <b>L.K.2</b> L.K.5, b	<ul style="list-style-type: none"> <li>Understand Writer's revisit their work to make it readable</li> <li>Be able to Use self-assessment strategies to make writing more readable.</li> </ul> <p>a. <b>Connection:</b> The teacher will: Have students share what they have learned to do to make their writing easier to read</p> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Have students reread their writing pieces</li> <li>Coach students to read their writing using early reading behaviors</li> <li>Have students identify specific things they have done that make their writing readable</li> <li>Coach students to find evidence of items that make their writing more readable using charts and talk with partners about what they notice</li> <li>Ask students to look at the same pages, noticing things they could still do.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will: ( <b>Inquiry Lesson Format</b>)</p> <p>d. <b>Link:</b> The teacher will: Have students go back to their tables to begin working, using the self-assessment they just did to make plans for moving forward.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will: check in with the class to ensure they are doing the work to make their writing more readable. Then instruct students to place finished stories on the the finished side of their folder.</p> <p>f. <b>Share:</b> students will self-assess their growth as writers as the teacher works through the writing checklist</p> <p><a href="#">Appendix Documents</a></p>	Advanced Organizer  Cooperative Learning Providing Practice   Providing Practice	
2,3	RF.K.2 <b>L.K.2</b> <b>L.K.2a</b> <b>L.K.2c</b> <b>L.K.2d</b>	<p><b>7. Writing Amazing Story Beginnings</b> (Session 15)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know what a lead is</li> <li>Understand why a strong lead is important</li> <li>Be able to write a lead for their story</li> </ul> <p>a. <b>Connection:</b> The teacher will tell children that a strong beginning draws the reader in, making them want to hear more, and that they can study the beginning of authors they love to get ideas for strong leads.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell students that just as they often learn from experts in sports, today they'll study an expert writer.</li> <li>Ask students to join you in thinking about what the author has done as you read and then reread the beginning from a familiar book.</li> <li>Reiterate and clarify what the author has done that you hope students model when they write their beginnings.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will ask the class to help one student revise his beginning.</p>	Setting Objectives Cues & Questions   Advance Organizer	B  Communication Creativity Critical Thinking



		<p>i. tell students that when they read stories they often read the endings to show strong feelings. Authors put feelings there for readers to find. Students can write strong endings by showing strong feelings.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <p>i. Tell students that writers can make ending like the endings in published texts.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <p>i. Ask children to notice and discuss why a story's ending is so strong.</p> <p>d. <b>Link:</b> The teacher will:</p> <p>i. Remind students that they can revise endings by adding strong feelings.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will:</p> <p>i. Once a student has their piece for celebration encourage students to move on to other pieces while waiting for the celebration.</p> <p>f. <b>Share:</b> the teacher will:</p> <p>i. teach students about shades of different feelings by showing them a visual chart.</p> <p><a href="#">Appendix Documents</a></p>	<p>Cues and Questions</p> <p>Provide practice</p>	
2,3	<p>RFS.K.1</p> <p>RFS.K.2</p> <p>RFS.K.3</p> <p>SL.K.4</p> <p>SL.K.6</p>	<p><b>10.Author Celebration</b></p> <p><b>Learning Expo</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know the importance of writing for an audience</li> <li>Understand the necessary steps to write a piece that is engaging for an audience</li> <li>Be able to share their writing with an audience</li> </ul> <p>The learning expo will be a celebration of the nonfiction authors and their work. Each classroom may choose to hold the expo differently, some ideas include:</p> <ul style="list-style-type: none"> <li>Inviting class buddies in to read student writing</li> <li>Partnering with another grade level classroom</li> <li>Inviting in parents, community members, authors in the classroom to read students writing</li> <li>Share writing via class website or students digital portfolios</li> <li>Send writing out to an audience via apps such as Remind 101, Google Drive, and more</li> </ul> <p>Most importantly give students to share the work they have done and have an opportunity to celebrate their learning.</p>	<p>Setting Objectives</p> <p>Reinforcing Effort &amp; Providing Recognition</p>	<p>B</p> <p>Communication Creativity</p>

# Language/Word Study

1	<b>RL.K.1</b> RL.K.2 RL.K.3 RL.K.7 RL.K.9 <b>RL.K.10</b> RF.K.4 SL.K.2 SL.K.4 SL.K.6	<b>Interactive Read Aloud</b> <b>Session 1:</b> <ul style="list-style-type: none"> <li>Choose a picture book with an engaging character and strong story language. The example is <i>So Much!</i> By Trish Cooke</li> <li>Introduce the book and take a picture walk</li> <li>Read text modeling expression</li> <li>Model lingering with a book</li> <li>Clarify meaning of words</li> <li>Retell story</li> </ul> <b>Session 2:</b> <ul style="list-style-type: none"> <li>Read with a new lens: rereading power, notice even more about the pictures to learn about the characters and story</li> <li>Read with expression</li> <li>Read as a class repetitive phrases</li> <li>Clarify meaning</li> <li>Share with a partner</li> </ul>	Setting Objectives  Advance Organizer  Cooperative Learning	B Communication Collaboration Critical Thinking
1	<b>RL.K.1</b> RL.K.2 RL.K.3 RL.K.4 RL.K.7 RL.K.9 <b>RL.K.10</b> RF.K.2 RF.K.3 <b>RF.K.4</b>	<b>Shared Reading</b> <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin Jr. lessons Include <ul style="list-style-type: none"> <li>Book introduction</li> <li>Notice pattern of the story</li> <li>Cover up some words and guess as you read along</li> <li>Find a place to turn and talk about the story</li> <li>Reread with a focus: emphasize different things readers do each time</li> <li>Use pictures as clues</li> <li>Word play</li> <li>Fluency</li> <li>Extend the text</li> </ul>	Cues, Questions	A Critical Thinking
1	RF.K.2a RF.K.2d RF.K.3 RF.K.3a RF.K.3c	<b>Benchmark Phonics:</b> Unit 4: Writers Tell Many Stories	Similarities & Differences  Nonlinguistic Representation  Homework & Practice	B Collaboration Critical Thinking

		<table><tr><th colspan="2"></th><th>DAY 1</th><th>DAY 2</th><th>DAY 3</th><th>DAY 4</th><th>DAY 5</th></tr><tr><th rowspan="2">WEEK 1</th><th>Whole Group</th><td><b>Focus Skill s /s/</b><ul style="list-style-type: none"><li>Shared Reading: "Little Miss Muffet"</li><li>Phonological Awareness: Phoneme Isolation</li><li>Spelling-Sound Correspondences</li><li>Blend Words</li><li>High-Frequency Words</li><li>Share and Reflect</li></ul></td><td><b>Focus Skill s /s/</b><ul style="list-style-type: none"><li>Shared Reading: "Little Miss Muffet"</li><li>Phonological Awareness: Phoneme Categorization</li><li>Blend and Build Words</li><li>Connect Phonics and Writing</li><li>Read Connected Text</li><li>Letter-Sound Fast Track: <b>m /m/</b></li><li>Share and Reflect</li></ul></td><td><b>Focus Skill s /s/</b><ul style="list-style-type: none"><li>Phonological Awareness: Phoneme Isolation</li><li>Independent Reading: "Sam"</li><li>Letter-Sound Fast Track: <b>t /t/</b></li><li>High-Frequency Words</li><li>Share and Reflect</li></ul></td><td><b>Focus Skill s /s/</b><ul style="list-style-type: none"><li>Reread "Sam"</li><li>Write About the Text: Encode</li><li>Letter-Sound Fast Track: <b>r /r/</b></li></ul></td><td><b>Review/Assess: s /s/</b><ul style="list-style-type: none"><li>Phonological Awareness: Blend Onset and Rime</li><li>Reread "Sam" and Decodable Lap Book</li><li>High-Frequency Words</li><li>Write Letters and Words</li><li>Spiral Review: <b>a /a/, m /m/</b></li><li>Letter-Sound Fast Track: <b>s /s/, m /m/, t /t/, r /r/</b></li></ul></td></tr><tr><th>Small Group</th><td><ul style="list-style-type: none"><li>Shared Reading: "Little Miss Muffet"</li><li>Blend Words</li><li>Independent Practice/ Partner Work</li></ul></td><td><ul style="list-style-type: none"><li>Blend and Build Words</li><li>Letter Sounds</li><li>Independent Practice/ Partner Work</li></ul></td><td><ul style="list-style-type: none"><li>Letter Sounds</li><li>Independent Reading: "Sam" and Decodable Lap Book</li><li>Independent Practice/ Partner Work</li></ul></td><td></td><td><ul style="list-style-type: none"><li>Cumulative Assessment</li></ul></td></tr></table>			DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	WEEK 1	Whole Group	<b>Focus Skill s /s/</b> <ul style="list-style-type: none"><li>Shared Reading: "Little Miss Muffet"</li><li>Phonological Awareness: Phoneme Isolation</li><li>Spelling-Sound Correspondences</li><li>Blend Words</li><li>High-Frequency Words</li><li>Share and Reflect</li></ul>	<b>Focus Skill s /s/</b> <ul style="list-style-type: none"><li>Shared Reading: "Little Miss Muffet"</li><li>Phonological Awareness: Phoneme Categorization</li><li>Blend and Build Words</li><li>Connect Phonics and Writing</li><li>Read Connected Text</li><li>Letter-Sound Fast Track: <b>m /m/</b></li><li>Share and Reflect</li></ul>	<b>Focus Skill s /s/</b> <ul style="list-style-type: none"><li>Phonological Awareness: Phoneme Isolation</li><li>Independent Reading: "Sam"</li><li>Letter-Sound Fast Track: <b>t /t/</b></li><li>High-Frequency Words</li><li>Share and Reflect</li></ul>	<b>Focus Skill s /s/</b> <ul style="list-style-type: none"><li>Reread "Sam"</li><li>Write About the Text: Encode</li><li>Letter-Sound Fast Track: <b>r /r/</b></li></ul>	<b>Review/Assess: s /s/</b> <ul style="list-style-type: none"><li>Phonological Awareness: Blend Onset and Rime</li><li>Reread "Sam" and Decodable Lap Book</li><li>High-Frequency Words</li><li>Write Letters and Words</li><li>Spiral Review: <b>a /a/, m /m/</b></li><li>Letter-Sound Fast Track: <b>s /s/, m /m/, t /t/, r /r/</b></li></ul>	Small Group	<ul style="list-style-type: none"><li>Shared Reading: "Little Miss Muffet"</li><li>Blend Words</li><li>Independent Practice/ Partner Work</li></ul>	<ul style="list-style-type: none"><li>Blend and Build Words</li><li>Letter Sounds</li><li>Independent Practice/ Partner Work</li></ul>	<ul style="list-style-type: none"><li>Letter Sounds</li><li>Independent Reading: "Sam" and Decodable Lap Book</li><li>Independent Practice/ Partner Work</li></ul>		<ul style="list-style-type: none"><li>Cumulative Assessment</li></ul>	Collaboration	
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1	RF.K.3	<b>Sight Word Practice</b>  Students will practice and learn <u>quarterly sight words</u> , to support their reading skills.	Practice	B Critical Thinking																				
2	RF.K.1d L.K.1a	<b>Handwriting</b> Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communication																				
1, 2, 3	L.K.4	<b>Interactive Vocabulary</b>  The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"><li>Organizers like concept mapping or Frayer model</li><li>Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li><li>Similarities and differences looking at similar and different words to the term</li><li>Nonlinguistic representation</li></ul>	Organizers Cooperative Learning Similarities & Differences NonlinguisticRepresentation	B/C  Critical Thinking Communication Collaboration																				

## Unit 3: Resources

UNIT RESOURCES
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>Grade K: Unit 2 Super Powers</li> <li>Grade K: Unit 2: Writing for Readers</li> </ul>

- Chart paper
- [FHSD Kindergarten Sight Word List](#)
- Benchmark Phonics Lessons
- Copy of alphabet chart for each child (from Benchmark Phonics)

Reading:

- “Rain, Rain, Go Away”
- *Brown Bear, Brown, What Do You See?* By Bill Martin Jr.
- *So Much!* By Trish Cooke
- “One, Two, Buckle My Shoe”
- The Carrot Seed
- “The Itsy Bitsy Spider”
- Level A text like *In the Garden* by Anette Smith, Jenny Giles
- Level C book of choice
- Picture book of choice like *So Much!* By Trish Cooke

Writing:

- Stapled-together blank story booklets (3-4 pieces)
- Clipboards & pens
- *Don't Let the Pigeon Drive the Bus* by Mo Willems
- Photographs or pictures of people doing something that is made easier with the assistance of a tool, which could include bulldozers, levers, wheelbarrows, or even blenders
- Sample of “Hard to Read” student writing that is missing vowels
- Magnetic letters
- Example of an independent reading book from Reading Workshop, like a Joy Cowley book.
- *A Chair for My Mother*, by Vera B Williams, *Owl Moon*, by Jane Yolen, or other familiar books with great leads.
- *Koala Lou*, by Mem Fox, or another book that demonstrates ending a story with a feeling.

**Student Resources:**

- Book tubs of familiar texts (shared reading books, songs, poems, abc charts, name charts, etc.)
- Basket of Class Books (written by the class)
- Pointers or rulers for children to use to indicate what they are reading
- Private Reading/Partner Reading Sign
- Dry Erase boards and markers
- Post-its
- Access to Classroom Library

**Writing:**

- Writing Folders with students' current and past work
- Variety of paper choices
- Colored pencils (optional)
- Alphabet charts, name charts, mini word walls
- Pencils and teacher-provided writing tools (markers, Sharpies, etc.)

**Vocabulary:**

**Beginning**-where/how something starts  
**End**- where/how something finishes  
**Middle**- what comes between the beginning and ending  
**Question**- a sentence worded to elicit information about a topic  
**Setting**-the surroundings or environment of anything  
**Title**- the name given to something(book, poem, etc) to identify or describe it

## Unit 4: Bigger Books, Bigger Reading Muscles & How-to Books: Writing to Teach Others & How-to Books: Writing to Teach Others

<b>Content Area:</b> English Language Arts	<b>Course:</b> Kindergarten	<b>UNIT:</b> Bigger Books, Bigger Reading Muscles & How-to Books: Writing to Teach Others
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<p><b>Unit Description:</b></p> <p><b>Reading:</b>  Students will use all that they know to grow their reading muscles and become stronger readers. Students will first learn how to tackle more challenging books by recognizing and using patterns to help them. Later, students will focus on letters and sounds to support their reading growth.</p> <p><b>Writing:</b> Students will use a combination of drawing, dictating, and writing to compose how-to texts in which they name what they are writing and supply some information about the topic. Students will learn that writers not only use writing to tell stories, but they also use writing to teach others how to do things. Students will learn the differences between narrative and how to writing, while having many opportunities to write their own teaching books.</p>	<p><b>Unit Timeline:</b></p> <p><b>Reading:</b> 20 days  <b>Writing:</b> 20 days</p>
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### DESIRED Results

**Transfer Goal** - *Students will be able to independently use their learning to.....*

- Actively engage in a variety of text for multiple purposes.
- Effectively write for different purposes and varied audiences.
- Effectively communicate and collaborate with peers and adults.

**Understandings – Students will understand that... (Big Ideas)**

1. Fluent readers use a variety of strategies to construct meaning from text.

2. Effective writers use the writing process to produce writing for a variety of purposes.
3. Effective speakers and listeners participate in collaborative conversations.

**Essential Questions: Students will keep considering...**

- Which strategies do we use to figure out words?
- What can we do to help us understand what we are reading?
- What does fluent reading sound like?
- Why do we write?
- Who do we write for?
- What do good writers do?
- What is a conversation?
- What does a good speaker do?
- What does a good listener look like?

Standard	Students will know.....	Students will understand....	Students Will Be Able to.....
RL.K.1	<ul style="list-style-type: none"> <li>• A question is something you ask to gain information or clarify understanding</li> <li>• Questions should be on topic and relevant to the discussion or text</li> <li>• A key detail supports what the story is mostly about</li> </ul>	<ul style="list-style-type: none"> <li>• Readers ask questions while you are reading</li> <li>• Readers answer questions about a text</li> <li>• Asking and answering questions helps us better understand what we are reading</li> </ul>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
RL.K.2	<ul style="list-style-type: none"> <li>• Retelling a story includes talking about the beginning, middle, and end, also the characters and setting.</li> <li>• Events happen in a sequential or chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• Readers understand that there are key details and some are more important than others.</li> <li>• Stories have beginning, middle, and end.</li> </ul>	With prompting and support, retell familiar stories, including key details.
RL.K.3	<ul style="list-style-type: none"> <li>• A character is a person/animal in a story</li> <li>• A setting is where a story takes place</li> <li>• A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Stories will have character(s).</li> <li>• Stories will have a setting(s).</li> <li>• Stories will have at least one major event.</li> </ul>	With prompting and support, identify characters, setting, and major events in a story.
RL.K.4	<ul style="list-style-type: none"> <li>• A text tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Words have meaning.</li> </ul>	Ask and answer questions about unknown words in a text.
RL.K.5	<ul style="list-style-type: none"> <li>• Know there are a variety of literary text</li> </ul>	<ul style="list-style-type: none"> <li>• The characteristics of storybooks, poems, etc.</li> </ul>	Recognize common types of texts (e.g., storybooks, poems)



RL.K.6	<ul style="list-style-type: none"> <li>Know the difference between words and illustrations</li> </ul>	<ul style="list-style-type: none"> <li>How an author and illustrator work together to tell a story</li> <li>Authors write stories with words that add to the illustrations</li> <li>Illustrations add extra support/detail to the words in a text</li> </ul>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
<b>RL.K.10</b>	<ul style="list-style-type: none"> <li>How to read and understand a text independently</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of print</li> <li>Letters have sounds</li> <li>Letters make words</li> <li>Words make sentences</li> <li>Sentences tell a story</li> </ul>	<b>Actively engage in a group reading activities with purpose and understanding.</b>
<b>RI.K.1</b>	<ul style="list-style-type: none"> <li>A question is something you ask to gain information or clarify understanding</li> <li>Questions should be on topic and relevant to the discussion or text</li> <li>A key detail supports the main topic of a story</li> </ul>	<ul style="list-style-type: none"> <li>Readers ask questions about reading</li> <li>Readers answer questions to confirm understanding of reading</li> </ul>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
RI.K.2	<ul style="list-style-type: none"> <li>The main topic of a book is what it's mostly about</li> <li>A key detail supports the main topic</li> </ul>	<ul style="list-style-type: none"> <li>Main topic can be found by attending to the title, pictures and cover of informational text</li> <li>Key details are often repeated, bolded in headings and supported by the pictures</li> </ul>	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	<ul style="list-style-type: none"> <li>Examples of events in text</li> <li>Examples of information(facts) in text</li> </ul>	<ul style="list-style-type: none"> <li>When individuals, events, ideas or pieces of information are related in some way there is a connection</li> </ul>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.5	<ul style="list-style-type: none"> <li>Know the parts of a book (front cover, back cover, title page)</li> </ul>	<ul style="list-style-type: none"> <li>The difference and purpose of the different parts of a book</li> </ul>	Identify the front cover, back cover, and title page of a book.
RI.K.7	<ul style="list-style-type: none"> <li>Pictures give information</li> <li>Words can give information</li> <li>Words and illustrations can work together</li> </ul>	<ul style="list-style-type: none"> <li>The words and pictures provide more information when they are combined.</li> </ul>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9	<ul style="list-style-type: none"> <li>Identifying the topic of a text</li> <li>Identifying the title of a text</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences within a text</li> <li>The text provides information on the topic</li> </ul>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).
<b>RI.K.10</b>	<ul style="list-style-type: none"> <li>Apply knowledge of phonics to text</li> <li>Gather information from the text</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of print</li> <li>Letters have sounds</li> <li>Letters make words</li> <li>Words make sentences</li> </ul>	<b>Actively engage in group reading activities with purpose and understanding.</b>

		<ul style="list-style-type: none"> <li>Words and pictures provide information</li> </ul>	
RF.K.1	<ul style="list-style-type: none"> <li>A letter represents a sound</li> <li>Letters strung together in a sequence make words</li> <li>Name of the letters.</li> <li>The beginning is where something starts</li> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> <li>A word is something someone says or writes</li> <li>A space is blank between words</li> <li>The location of the top of the page</li> <li>The location of the bottom of the page</li> <li>Right side vs left side</li> <li>Location of the left side of the page</li> </ul>	<ul style="list-style-type: none"> <li>Understand concept of print</li> <li>Specific letter sequence make words</li> <li>Words carry most of meaning</li> <li>Spoken words can be written</li> <li>You read from left to right</li> <li>You read from the top of the page to the bottom</li> <li>Spaces separate words to make reading easier</li> </ul>	Demonstrate understanding of the organization and basic features of print.
RF.K.1b	<ul style="list-style-type: none"> <li>A letter represents a sound</li> <li>Letters strung together in a sequence make words</li> </ul>	<ul style="list-style-type: none"> <li>Specific letter sequence make words</li> <li>Words carry most of meaning</li> <li>Spoken words can be written</li> </ul>	Recognize that spoken words are represented in written language by specific sequence of letters.
RF.K.c	<ul style="list-style-type: none"> <li>A space is blank between words</li> </ul>	<ul style="list-style-type: none"> <li>Spaces separate words to make reading easier</li> </ul>	Understand that words are separated by spaces in print
RF.K.1d	<ul style="list-style-type: none"> <li>A letter represents a sound</li> <li>Name of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Difference between upper-and lower case letters</li> <li>Purpose for upper-and lower case letters</li> </ul>	Recognize and name all upper-and lowercase letters of the alphabet.
RF.K.2	<ul style="list-style-type: none"> <li>Rhyming words end with the same sound</li> <li>A syllable is a unit of a word that includes at least one vowel</li> <li>Blending is putting individual sounds together</li> <li>Segmenting is taking a word and breaking it apart into syllables or individual sounds</li> <li>An onset is the initial consonant or consonant blend (in a single syllable word) before the vowel</li> <li>A rime is the vowel and any consonants that follow the onset</li> <li>The beginning is where something starts</li> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words make language/text interesting</li> <li>Words can be broken into parts.</li> <li>Combining individual sounds together to make a word.</li> <li>Words can be broken apart by individual sounds.</li> <li>Changing one sound in a word changes the word.</li> </ul>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

RF.K.2a	<ul style="list-style-type: none"> <li>Rhyming words end with the same sound (ex. Slam/jam, night/kite).</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words end with the same sound</li> </ul>	Recognize and produce rhyming words.
RF.K.2b	<ul style="list-style-type: none"> <li>Syllables are units of a spoken word and where words are naturally divided.</li> <li>Blending is putting individual sounds together.</li> </ul>	<ul style="list-style-type: none"> <li>Sounds must be spoken in their proper sequence.</li> </ul>	Count, pronounce, blend, and segment syllables in broken words.
RF.K.2c	<ul style="list-style-type: none"> <li>Syllables are units of a spoken word and where words are naturally divided.</li> <li>Blending is putting individual sounds together.</li> <li>An onset is the initial consonant or consonant blend (in a single syllable word) before the vowel.</li> <li>A rime is the vowel and any consonant that follows the onset.</li> </ul>	<ul style="list-style-type: none"> <li>Words can be broken into parts</li> </ul>	Blend and segment onsets and rimes of single-syllables in spoken words.
RF.K.2d	<ul style="list-style-type: none"> <li>The beginning is where something starts</li> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> <li>Blending is putting individual sounds together</li> <li>Segmenting is taking a word and breaking it apart into syllables or individual sounds</li> </ul>	<ul style="list-style-type: none"> <li>Words can be broken into parts.</li> <li>Combining individual sounds together to make a word.</li> <li>Words can be broken apart by individual sounds.</li> </ul>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
RF.K.2e	<ul style="list-style-type: none"> <li>Letters can be manipulated to create new words</li> </ul>	<ul style="list-style-type: none"> <li>Changing one sound in a word changes the word.</li> <li>Words can be broken into parts.</li> </ul>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	<ul style="list-style-type: none"> <li>Sight words or high-frequency words are words we need to know automatically</li> </ul>	<ul style="list-style-type: none"> <li>Some words are not able to be decoded</li> <li>There are a group of words that have to be known by sight.</li> </ul>	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	<ul style="list-style-type: none"> <li>A letter represents a sound</li> </ul>	<ul style="list-style-type: none"> <li>Each letter is unique</li> </ul>	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
RF.K.3b	<ul style="list-style-type: none"> <li>Long vowels</li> <li>Short vowels</li> </ul>	<ul style="list-style-type: none"> <li>A letter or letters represent or spell a sound in a word.</li> </ul>	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3c	<ul style="list-style-type: none"> <li><a href="#">FHSD Kindergarten Sight Words</a></li> </ul>	<ul style="list-style-type: none"> <li>Sight words help me become a reader</li> </ul>	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
RF.K.3d	<ul style="list-style-type: none"> <li>A letter represents a sound</li> <li>Vowels are phonemes that are <i>voiced</i> and <i>open</i>. Vowels are the heart of every syllable; every syllable must have a vowel.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the knowledge of letter-sound relationships</li> </ul>	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

<b>RF.K.4</b>	<ul style="list-style-type: none"> <li>• Concepts of Print</li> <li>• Sight words or high-frequency words are words we need to know automatically</li> <li>• A letter represents a sound</li> <li>• Sounds</li> <li>• Reading Strategies are intentional, deliberate actions a reader takes to accomplish a task or skill</li> <li>• Fluency is to read with sufficient speed to support understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Readers read for a variety of purposes.</li> <li>• Reading fluently helps me understand the story</li> <li>• Reading strategies help me understand what I am reading</li> </ul>	<b>Read emergent-reader text with purpose and understanding.</b>
W.K.2	<ul style="list-style-type: none"> <li>• Informative texts informs and explanatory texts explains</li> <li>• Informative/explanatory texts can be told, written, or drawn</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering questions help us research a topic.</li> </ul>	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.
<b>W.K.3</b>	<ul style="list-style-type: none"> <li>• There are different ways to tell a story</li> <li>• Stories can be told, written, or drawn</li> </ul>	<ul style="list-style-type: none"> <li>• Stories have a beginning, middle, and an end</li> </ul>	<b>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.</b>
W.K.5	<ul style="list-style-type: none"> <li>• Good listeners look at the speaker and listen</li> <li>• That constructive feedback can be helpful from a peer.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback helps us improve our writing</li> <li>• Feedback gives a different viewpoint</li> </ul>	With guidance and support from adults, respond to questions and suggestions from peers and add details.
W.K.7	<ul style="list-style-type: none"> <li>• How to gather information about a topic.</li> <li>• Where to look for information.</li> </ul>	<ul style="list-style-type: none"> <li>• Research can be done in a variety of ways to learn about a topic</li> <li>• Research allows us to become an expert and develop an opinion about a topic</li> <li>• Shared research builds knowledge of everyone as information and ideas are shared collaboratively</li> </ul>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.
W.K.8	<ul style="list-style-type: none"> <li>• Writing gives information.</li> <li>• Writers gather information.</li> <li>• What types sources provide relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing can answer questions others or I have about a topic</li> <li>• Information for a writing piece can come from a variety of sources (e.g., experience, books, internet, opinions of others)</li> </ul>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.1	<ul style="list-style-type: none"> <li>• Classroom expectations for discussion</li> <li>• Kindergarten vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the purpose of having a conversation is two ways; talking and listening</li> <li>• Understand turn taking (collaborative conversations)</li> </ul>	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.

SL.K.1a	<ul style="list-style-type: none"> <li>Classroom expectations for discussion depending on scenario</li> </ul>	<ul style="list-style-type: none"> <li>Understand the topics and text</li> <li>Understand turn taking (collaborative conversations)</li> <li>Value in listening to others</li> </ul>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.2	<ul style="list-style-type: none"> <li>Key ideas and details are parts of a text that support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>How to ask a questions for understanding</li> <li>How to answer questions</li> <li>The difference between a statement and a question</li> </ul>	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.
SL.K.3	<ul style="list-style-type: none"> <li>Know what to do when they don't understand something</li> <li>Know what to do to seek clarification</li> </ul>	<ul style="list-style-type: none"> <li>The difference between a statement and and question</li> <li>How to ask a question</li> <li>How to answer a question</li> <li>When and why to ask a question for clarification</li> </ul>	Ask and answer questions in order to seek help, get information or clarify something that is not understood.
<b>SL.K.4</b>	<ul style="list-style-type: none"> <li>Know people, places, things, and events that are familiar</li> </ul>	<ul style="list-style-type: none"> <li>A variety of ways can describe people, places, things, and events</li> </ul>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</b>
SL.K.6	<ul style="list-style-type: none"> <li>Appropriate volume level</li> </ul>	<ul style="list-style-type: none"> <li>In order to be understood and heard volume level while speaking is important</li> <li>Volume level while speaking is determined based on each situation</li> </ul>	Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.1	<ul style="list-style-type: none"> <li>Uppercase letters</li> <li>Lowercase letters</li> <li>Nouns are words that name persons, places, things, animals, or abstract ideas</li> <li>Verbs are words that name actions or states of being</li> <li>Plural nouns are more than one person, place, thing, animal, or abstract idea</li> <li>Question words: who, what, where, when, how, why</li> <li>Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence</li> <li>A complete sentence completes a thought or idea. It can be a statement, question, command, or wish.</li> </ul>	<ul style="list-style-type: none"> <li>The correct formation of upper- and lowercase letters.</li> <li>When and how to use nouns and verbs.</li> <li>By adding /s/ or /es/ a noun becomes plural.</li> <li>When and how to use question words appropriately.</li> <li>When to use prepositions appropriately.</li> <li>How to use a complete sentence when writing or speaking.</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1a	<ul style="list-style-type: none"> <li>Uppercase letters</li> <li>Lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>The correct formation of upper- and lowercase letters.</li> </ul>	Print many upper- and lowercase letters

L.K.1d	<ul style="list-style-type: none"> <li>Question words: who, what, where, when, how, why</li> </ul>	<ul style="list-style-type: none"> <li>When and how to use question words appropriately</li> <li>Asking questions helps us gain information</li> </ul>	Understand and use question words (interrogatives) (e.g., who what, where, when, why, how)
<b>L.K.2</b>	<ul style="list-style-type: none"> <li>Capital and lower-case letters</li> <li>A sentence ends with punctuation (e.g., period, question mark, exclamation point)</li> <li>Letter sounds for letters in the alphabet</li> <li>Letters sounds together make words</li> <li>Pronoun I is capitalized</li> </ul>	<ul style="list-style-type: none"> <li>First word of a sentence begins with a capital letter</li> <li>Different types of punctuation for different types of sentences</li> <li>Letters represent sounds</li> <li>Writers use letters to represent sounds when spelling words</li> </ul>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>L.K.2b</b>	<ul style="list-style-type: none"> <li>A sentence ends with punctuation (e.g., period, question mark, exclamation point)</li> </ul>	<ul style="list-style-type: none"> <li>Ending punctuation tells us the thought or idea is complete</li> </ul>	<b>Recognize and name end punctuation</b>
L.K.4	<ul style="list-style-type: none"> <li>Know words have meaning</li> <li>Words can have more than one meaning</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the context of the how the word is used, depends on the meaning of the word</li> <li>Awareness to look for the differences while reading</li> </ul>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>kindergarten reading and content</i> .
L.K.4a	<ul style="list-style-type: none"> <li>Words have more than one meaning</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the context of the how the word is used, depends on the meaning of the word</li> </ul>	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)
L.K.4b	<ul style="list-style-type: none"> <li>Morphemes attached to the beginning or ending of root words are affixes.</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a word can help you determine the word meaning</li> </ul>	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
L.K.5	<ul style="list-style-type: none"> <li>Know the word sort</li> <li>Know the word category</li> <li>Opposites(antonyms)</li> <li>Describing words (adjectives)</li> <li>Action words (verbs)</li> </ul>	<ul style="list-style-type: none"> <li>Common attributes of a category</li> <li>Relationships between words</li> <li>There is more than one word you can use to describe an action</li> </ul>	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5a	<ul style="list-style-type: none"> <li>Creating a group or categorizing means the objects in the group have similarities</li> </ul>	<ul style="list-style-type: none"> <li>Categorizing information makes it easier to understand</li> <li>Groups of words make it easier to identify real-life connections between words and their use</li> </ul>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of those concepts the categories represented.
L.K.5d	<ul style="list-style-type: none"> <li>Some words have more power than others</li> </ul>	<ul style="list-style-type: none"> <li>Words can change the intended meaning, even though they are similar (e.g., <i>Together they walked down to the edge of the sea. They peeled off their shoes and socks and paddled in the water. Icy</i></li> </ul>	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

		<i>waves nibbled their toes as they shrieked and sang a silly song.)</i>	
L.K.6	<ul style="list-style-type: none"> <li>Domain specific vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Using words and phrases acquired through conversations and reading validates understanding of texts and can improve writing</li> </ul>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

#### Unit 4: Assessment

#### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u> <b>Description of Assessment Performance Task(s):</b> <b>Writing:</b> “Think of a topic that you’ve studied or that you know a lot about. Tomorrow, you will have <b>forty-five minutes</b> to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only one period to complete this, so you’ll need to plan, revise, and edit in one sitting. Write in a way that shows all that you know about informational writing. In your writing make sure you:	<u>R/R Quadrant</u> <u>21 Century</u>
2, 3	<b>W.K.2</b> <b>L.K.2</b>	<ul style="list-style-type: none"> <li>Introduce the topic you will teach about</li> <li>Include lots of information</li> <li>Organize your writing</li> <li>Use transition words</li> <li>Write an ending.</li> </ul> <a href="#">Information Rubric</a>	C/D  Communication creativity Critical Thinking

#### Unit 4: Sample Activities

#### SAMPLE LEARNING PLAN

**Pre-assessment: Writing:** “Think of a topic that you’ve studied or that you know a lot about. Tomorrow, you will have **forty-five minutes** to write an informational (or all-about) text that teachers others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only one period to complete this, so you’ll need to plan, revise, and edit in one sitting. Write in a way that shows all that you know about informational writing. In your writing make sure you:

- Introduce the topic you will teach about
- Include lots of information
- Organize your writing
- Use transition words
- Write an ending.

# Reader's Workshop

## Bigger Books, Bigger Reading Muscles (BK. 3)

Understanding	Standards	Major Learning Activities:	Instructional Strategy:	R/R Quadrant: 21C:
1	<b>RL.K.1</b> <b>RL.K.2</b> <b>RL.K.3</b> <b>RL.K.4</b> <b>RL.K.5</b> <b>RL.K.10</b>	<p>1. <b>Readers Use Patterns to Help Them Read Almost Every Page</b> (Session 2)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know books have patterns.</li> <li>Understand different types of patterns in books.</li> <li>Be able to use patterns to read books.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Create a simple rhythm by alternating between two claps and two taps on your knees, recruiting kids to join into the pattern game after they are in the meeting area.</li> <li>Point out that children's talent for figuring out patterns will help them read harder books.</li> <li>Name the teaching point that even when there are more words on the page or the sentences are long, there is often a pattern in those sentences. If you can figure out the pattern, that pattern can help you read almost every page and help you know what your book is about.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Explain to children that when they work hard to figure out the pattern, it will help them predict what is going to happen next. Use cubes to create patterns and let students figure out what comes next.</li> <li>Show how the children's understanding of patterns can be applied to a simple pattern book. Use <i>Picnic</i> by Phyllis Root to read and ask students to put a thumb up when they know the pattern.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Invite children to join you in a shared reading of one page of another leveled text, emphasizing that the sentences are long and that grasping the pattern (after reading page 1) really helps.</li> <li>Set the children up to continue reading without your support, first for a page or two aloud and in unison, and then to whisper read as you continue turning the pages.</li> </ol> <p>d. <b>Link:</b> The teacher will recap today's teaching and add to the chart from the</p>	<p>Setting Objectives</p> <p>Nonlinguistic</p>	<p>B</p> <p>Creativity Collaboration Communication Critical Thinking</p>



		<p>previous unit. Add post it, “We have pattern power.”</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will point out that readers figure out trickier patterns in books - sometimes patterns can be kind of like a see-saw.</p> <p>f. <b>Share:</b> The teacher will share a patterned text with the class, and ask students to help you compose the next two pages.</p> <p><a href="#">Appendix Documents</a></p>		
1, 3	RL.K.4 RL.K.7 RF.K.2 RF.K.3 <b>L.K.2</b> <b>L.K.4</b> <b>L.K.4b</b>	<p><b>2. Readers Use All of Their Super Powers to Read Pattern Breaks in Books</b> (Session 4)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know books have patterns and sometimes the pattern changes.</li> <li>Understand the pattern of a story and how it breaks the pattern at the end.</li> <li>Be able to write a pattern break for a book.</li> </ul> <p>a. <b>Connection:</b> The teacher will remind children of a favorite read-aloud in which the pattern broke at the end of the book.</p> <p>b. <b>Teaching:</b> The teacher will read to the end of a book to notice a pattern break. Draw upon the students reading powers to read last page, which is outside the pattern. <i>Pete the Cat and the Four Groovy Buttons</i> should be used.</p> <p>c. <b>Active Engagement:</b> The teacher will set students up to work in partnerships to read the last page of the demonstration text, using all of their powers to tackle the pattern break.</p> <p>d. <b>Link:</b> The teacher will: remind the children to be on the lookout for pattern breaks across their books.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will: help students to notice varied punctuation at the end of a book.</p> <p>f. <b>Share:</b> The teacher will reread the class book and encourage children to write an ending featuring a pattern break. (Use class book from Session 2)</p> <p><a href="#">Appendix Documents</a></p>	Setting Objectives           Similarities & Differences   Cooperative Learning     Setting Objectives Provide Feedback	B Creativity Collaboration Communication Critical Thinking
1, 3	RL.K.4 RF.K.1 RF.K.2 RF.K.3 <b>L.K.2</b>	<p><b>3. Readers Use Their Letter-Sound Knowledge to Help Them Read the Words on the Page</b> (Session 7)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know letters and sounds make words.</li> <li>Understand how letters and sounds help them to read words.</li> <li>Be able to use letters and sounds to read words.</li> </ul> <p>a. <b>Connection:</b> The teacher will: stress how important it is to record letters for all the sounds because readers need those letters and sounds to read.</p> <p>b. <b>Teaching:</b> The teacher will: help children understand that they need letters and sounds to read words.</p> <p>c. <b>Active Engagement:</b> The teacher will: distribute alphabet books to each</p>	Setting Objectives           Cooperative Learning	C Creativity Collaboration Communication Critical Thinking





		<p>students</p> <ul style="list-style-type: none"> <li>• Share reading via class website or students digital portfolios</li> <li>• Send the children out to be a mystery reader in another classroom</li> </ul> <p>Most importantly give students a chance to share what they have done and have an opportunity to celebrate their learning.</p>		
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## Writer's Workshop

### How-To Books: Writing to Teach Others (BK. 3)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
2	W.K.8	<p><b>1. Writers Study the Kind of Writing They Plan to Make</b> (Session 1)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know there are different types of writing</li> <li>• Understand the difference between narrative and how-to writing</li> <li>• Be able to choose a topic and begin writing a how-to book</li> </ul> <p>a. <b>Connection:</b> Teacher will create a ribbon-cutting ceremony, complete with a song and a proclamation, producing a drumroll around the transition to this new kind of writing.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Explain there are different kinds of writing and that before a writer writes, the writer thinks, 'What kind of thing am I making?'</li> <li>Point out that there are different kinds of writing, illustrating this with enlarged versions of a familiar narrative and how-to text, suggesting children as certain the differences. Teacher reads a how-to and students think about what is different before writing on their own.</li> <li>Encourage students to choose a topic - something they will teach others to do - before channeling children to study the differences between narratives and how-to texts and to get started writing the latter.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will</p> <ol style="list-style-type: none"> <li>Abstain from citing differences, read a narrative and then two different how-to books.</li> </ol>	Setting Objectives	B  Creativity Collaboration Communication Critical Thinking

		<p>ii. Channel children to discuss what they notice.</p> <p>d. <b>Link:</b> The teacher will reiterate that writers think, “What kind of thing am I making?” and encourage children to help each other study what goes into a how-to book and then write one as best they can. Students get started using writing booklets.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will:</p> <p>i. Point out to students that as soon as you finish one how-to book, you can reread it to make sure it makes sense and then start another one.</p> <p>f. <b>Share:</b> The teacher will collect and list a few especially important differences between narrative and how-to writing.</p> <p><a href="#">Appendix Documents</a></p>	<p>Identifying Similarities and Differences</p> <p>Objectives Providing Feedback</p>	
2, 3	W.K.2	<p><b>2. Writers Use What They Already Know</b> (Session 2)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know techniques for writing stories (write across the page, touch and tell, draw pictures that go with the words).</li> <li>Understand the steps for writing a ‘how to’ book.</li> <li>Be able to apply the steps for writing a how to book.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <p>i. Call students to the meeting area with writing folders in hand. Students can sit on their writing folders. Remind students of the list they made about how-to writing, and then read another piece and ask them to check whether it matches those descriptions.</p> <p>ii. Ask children to contrast the book they wrote the previous day to the list of descriptors, encouraging them to revise today so their book is a how-to.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <p>i. Name the teaching point that when writing a how-to, you still say what you are going to write across the pages - touch and tell - and you still draw the pictures, saying the words that go with a picture. This time each picture and page is another step.</p> <p>ii. While writing a class text, demonstrate how to make a how-to text, first coming up with a topic, then saying each step while touching one page at a time, and then sketching. Class text can be something the class all knows how to do like a fire drill.</p> <p>iii. After writing, debrief by naming what you just did as a writer: touch and tell.</p> <p>c. <b>Active Engagement:</b> The teacher will invite writers to add the last couple of steps to the class how-to book, writing-in-the-air on imaginary booklets. Students can tell their partner what step comes next.</p> <p>d. <b>Link:</b> The teacher will remind writers that after rehearsing the entire booklet, they go back to page 1, sketch, and write. Students can finish their writing piece from</p>	<p>Setting Objectives</p> <p>Advance Organizer</p> <p>Cooperative Learning</p>	<p>B</p> <p>Creativity Collaboration Communication Critical Thinking</p>

		<p>yesterday, if needed, and then begin a new book.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Point out that writers need not sound out every word; some words they know in a snap.</li> <li>Remind writers to refer to the how-to chart and check that their writing includes all components.</li> </ol> <p>f. <b>Share:</b> The teacher will remind writers that earlier they had looked at the student writing to see ways it aligned to the list of characteristics of how-to writing.</p> <p><a href="#">Appendix Documents</a></p>	Objectives Providing Feedback	
2, 3	RI.K.2 W.K.2 SL.K.1 SL.K.2 SL.K.3 SL.K.6	<p>3. <b>Writers Become Readers, Asking, “Can I Follow This?”</b> (session 3)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know the importance of rereading their writing.</li> <li>Understand how-to writing follows chronological order.</li> <li>Be able to reread to answer the question “Can I Follow This?.”</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Celebrate one child who reread her how-to book, reminding all students of the importance of rereading.</li> <li>Bring home the importance of rereading by asking students to reread their writing from the day before, making small revisions as they go.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Demonstrate what it means to check your directions with a partner, noticing whether the directions make sense or need to be revised for clarity.</li> <li>Assist students while making verbal revisions to clarify their how-to book.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Ask children to think with their partners about ways to revise the original instructions.</li> <li>Attempt to follow the revised instructions, highlighting the idea that being specific makes directions easier to follow.</li> </ol> <p>d. <b>Link:</b> The teacher will tell children they’ll need to decide what they will do, knowing many will recruit a partner to help them reread to check that the partner can follow the text.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will remind writers that if their partner doesn’t understand the directions from the how-to book, he/she should say it in a different way.</p> <p>f. <b>Share:</b> The teacher will help students envision the steps in a how-to book and revise if they don’t make sense.</p> <p><a href="#">Appendix Documents</a></p>	Setting Objectives  Providing Feedback  Cooperative Learning  Cooperative Learning  Objectives Providing Feedback	B  Creativity Collaboration Communication Critical Thinking
2	RF.K.2	<p>4. <b>How-To Book Writers Picture Each Step and Then Choose Exactly Right Words</b></p>		C



		<p>learner avoid mishap. (Story about riding a bike with a loose helmet)</p> <p>ii. Name teaching point that in how-to books, writers don't just teach the steps. They add little warnings and tips by thinking about how the learner could go wrong and adding advice to keep that from happening.</p> <p>b. <b>Teaching:</b> The teacher will read aloud a mentor text, asking children to notice when they hear warnings or tips. Possible text: <u>My First Soccer Game</u>. Student's put their thumbs up if they hear the author giving advice, suggestions, or warnings.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <p>i. Suggest that students add similar warning and tips to a class text. As the text is read aloud, recruit children to imagine possible mishaps and suggest cautionary notes.</p> <p>ii. Ask students to turn and talk to their partners, sharing warnings or tips that might help how-to book readers avoid mishaps.</p> <p>d. <b>Link:</b> The teacher will send off the students to continue working on their how-to books, remind them to help readers avoid mishaps by adding helpful warnings and tips.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will point out that when adding advice and warnings for your readers, you can think of advice and warnings a grownup might give.</p> <p>f. <b>Share:</b> The teacher will share ways writers use particular words to convey, warnings, suggestions, or tips. (e.g. be careful, don't, &amp; I suggest)</p> <p><a href="#">Appendix Documents</a></p> <p><b>Suggested Mentor Text:</b> <i>My First Soccer Game</i> by Alyssa Capucilli</p>	<p>Cooperative Learning</p> <p>Setting Objectives</p> <p>Providing Feedback</p>	
2	W.K.5 L.K.6	<p>6. <b>Writers Can Write Introductions and Conclusions to Help their Readers</b> (Session 15)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know that books have an introduction and a conclusion.</li> <li>Understand how introductions and conclusions help the reader understand the topic.</li> <li>Be able to add an introduction and conclusion to their how-to book.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <p>i. Show students that introductions are necessary by explaining that you, along with many other grown-ups, have never even heard of a familiar fad that is currently popular with your class.</p> <p>ii. Name the teaching point that writers of how-to books often write a special page to introduce their books to help their readers understand their topic. Writers often pretend that people who will read their book have never even heard of the topic, and they write an introduction to give the readers for information or facts so the rest of the book will make sense.</p>	<p>Setting Objectives</p>	<p>C</p> <p>Creativity Collaboration Communication Critical Thinking</p>



		<p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Invite a student to role-play being an uninformed reader, and recruit the class to help generate an introduction that provides background knowledge.</li> <li>Model writing a very simple introduction, leaving out crucial information.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Recruit children to help writing an even better introduction for the classroom.</li> <li>After children discuss, elicit a few responses and then debrief in ways that emphasize the parts of this work that can transfer to other books, on other days.</li> </ol> <p>d. <b>Link:</b> The teacher will rally writers to move beyond the topic of today's lesson, suggesting several possible ways that writers could spend their time today.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will point out that when necessary, writers unstick themselves by skipping the introduction. If they are stuck on the introduction, then they can skip it.</p> <p>f. <b>Share:</b> The teacher will guide students in writing conclusions.</p> <p><a href="#">Appendix Documents</a></p>	Setting Objectives Providing Feedback	
2	L.K.1 L.K.2	<p>7. Using Everything You Know to Make Their How-To Books Easy to Read (Session 16)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know strategies for making their writing easy to read.</li> <li>Understand writers work on making their writing easy to read.</li> <li>Be able to use strategies to improve their writing and make it easy to read.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Prepare students for interactive writing and draw their attention to the chart, "Making Writing Easy to Read."</li> <li>Name the teaching point that writers don't just wait until they are finished to go back and make their writing easy to read. They work on it all the time, using all their strategies combined.</li> </ol> <p>b. <b>Teaching:</b> The teacher will</p> <ol style="list-style-type: none"> <li>Do interactive writing as they add on to their book 'How to Make a Peanut Butter and Jelly Sandwich.' Teacher reads their writing so far and asks, 'What else could we write?' while referring to the "Learning from a Mentor How-To Text" chart. Students turn and talk.</li> <li>Have a student help her write the conclusion for the book and keep the entire class engaged by inviting them to write the sentence on their white boards.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will use interactive writing (this is embedded in the lesson).</p> <p>d. <b>Link:</b> The teacher will reread the new sentence and encourage students to</p>	Setting Objectives	C  Creativity Collaboration Communication Critical Thinking

		<p>always use what they know to make their writing easy to read.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will have writers look back through “old work” to be sure they’ve finished all they can.</p> <p>f. <b>Share:</b> The teacher will celebrate finishing the class How-To-Books with the students</p> <p><a href="#">Appendix Documents</a></p>	<p>Setting Objectives Providing Feedback</p>	
2	W.K.5	<p>8. <b>Author Celebration</b> (session 19)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know the importance of writing for an audience.</li> <li>• Understand the necessary steps to write a piece that is engaging for an audience.</li> <li>• Be able to share their writing with an audience.</li> </ul> <p>The author celebration will recognize of the how-to authors and their work. Each classroom may choose to hold the celebration differently, some ideas include:</p> <ul style="list-style-type: none"> <li>• Inviting class buddies in to read student writing</li> <li>• Partnering with another grade level classroom</li> <li>• Inviting in parents, community members, authors in the classroom to read students writing</li> <li>• Share writing via class website or students digital portfolios</li> <li>• Send writing out to an audience via apps such as Remind 101, Google Drive, and more</li> <li>• Celebration Walk</li> <li>• Find a friend or family member to complete the task in the how to book</li> </ul> <p>Most importantly give students to share the work they have done and have an opportunity to celebrate their learning.</p>	<p>Setting Objectives</p> <p>Reinforcing Effort</p>	<p>Creativity Collaboration Communication Critical Thinking</p>
<h2>Language/Word Study</h2>				
1	<p><b>RI.K.1</b> RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 <b>RI.K.10</b> SL.K.2 SL.K.4</p>	<p><b>Interactive Read Aloud</b></p> <p><b>Session 1:</b></p> <ul style="list-style-type: none"> <li>• Choose an informational text that will allow you to model comprehension skills, fluent reading, and expression: Example in resource <i>Dragonflies</i> by Margaret Hall</li> <li>• Reference “Readers Talk About Books” anchor chart</li> <li>• Assess students’ thinking and speaking listening skills throughout the reading</li> <li>• Introduce the book, discuss the gist, table of contents, and take a picture walk</li> <li>• Use picture clues</li> <li>• Discuss main topic and details</li> <li>• Talk about the text with a partner</li> </ul> <p><b>Session 2:</b></p>	<p>Advance Organizer</p> <p>Cooperative Learning</p>	<p>B Critical Thinking Collaboration</p>

		<ul style="list-style-type: none"><li>• Read with a new lens</li><li>• Model adding your own ideas and question after reading part of the text</li><li>• Study the photographs</li><li>• Compare and contrast with a book you have read earlier on butterflies or another insect</li></ul>	Similarities & Differences																					
1	<p><b>RL.K.1</b> RL.K.2 RL.K.3 RL.K.4 RL.K.7 RL.K.9 <b>RL.K.10</b> RF.K.2 RF.K.3 <b>RF.K.4</b> <b>SL.K.1</b> SL.K.2 L.K.1 <b>L.K.2</b> L.K.4 L.K.6</p>	<p><b>Shared Reading</b> <i>My Bug Box</i> lessons include</p> <ul style="list-style-type: none"><li>• Book introduction</li><li>• Picture walk</li><li>• Consider opportunities to build vocabulary</li><li>• Reread with a focus</li><li>• Pattern Read</li><li>• Turn and talk about text with a partner</li><li>• Word Study</li><li>• Concepts of Print</li><li>• Responsive lessons based on class needs</li></ul>	<p>Advance Organizer</p> <p>Cues, Questions</p>	<p>B Critical Thinking</p>																				
1	<p>RF.K.2a RF.K.2d RF.K.3 RF.K.3a RF.K.3c</p>	<p><b>Benchmark Phonics: Unit 5: Technology at Home and School &amp; Unit 6: Stories Have a Message</b></p> <table><tr><td></td><td></td><td>DAY 1</td><td>DAY 2</td><td>DAY 3</td><td>DAY 4</td><td>DAY 5</td></tr><tr><td rowspan="2">WEEK 1</td><td>Whole Group</td><td><b>Focus Skill: b /b/</b><ul style="list-style-type: none"><li>• Shared Reading: "A Little Piggy Named Bob"</li><li>• Phonological Awareness: Phoneme Isolation</li><li>• Spelling-Sound Correspondences</li><li>• Blend Words</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul></td><td><b>Focus Skill: b /b/</b><ul style="list-style-type: none"><li>• Shared Reading: "A Little Piggy Named Bob"</li><li>• Phonological Awareness: Phoneme Isolation</li><li>• Blend and Build Words</li><li>• Introduce -at</li><li>• Connect Phonics and Writing</li><li>• Read Connected Text: BLM 10</li><li>• Share and Reflect</li></ul></td><td><b>Focus Skill: b /b/</b><ul style="list-style-type: none"><li>• Phonological Awareness: Distinguish Syllables</li><li>• Independent Reading: "Play Ball!"</li><li>• Write Words</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul></td><td><b>Focus Skill: b /b/</b><ul style="list-style-type: none"><li>• Reread "Play Ball!"</li><li>• Write About the Text: Encode</li><li>• Sort Words With -at</li><li>• Share and Reflect</li></ul></td><td><b>Review and Assess</b><ul style="list-style-type: none"><li>• Phonological Awareness: Phoneme Addition</li><li>• Reread "Play Ball!" and Decodable Lap Book</li><li>• High-Frequency Words</li><li>• Write Letters and Words</li><li>• Spiral Review: h /h/, c /c/ o /o/</li></ul></td></tr><tr><td>Small Group</td><td><ul style="list-style-type: none"><li>• Shared Reading: "A Little Piggy Named Bob"</li><li>• Blend Words</li><li>• Independent Practice/ Partner Work</li></ul></td><td><ul style="list-style-type: none"><li>• Blend and Build Words</li><li>• Write Words</li><li>• Independent Practice/ Partner Work</li></ul></td><td><ul style="list-style-type: none"><li>• Letter-Sound Correspondences</li><li>• Independent Reading: "Play Ball!" and Decodable Lap Book</li><li>• Independent Practice/ Partner Work</li></ul></td><td></td><td><ul style="list-style-type: none"><li>• Cumulative Assessment</li></ul></td></tr></table>			DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	WEEK 1	Whole Group	<b>Focus Skill: b /b/</b> <ul style="list-style-type: none"><li>• Shared Reading: "A Little Piggy Named Bob"</li><li>• Phonological Awareness: Phoneme Isolation</li><li>• Spelling-Sound Correspondences</li><li>• Blend Words</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul>	<b>Focus Skill: b /b/</b> <ul style="list-style-type: none"><li>• Shared Reading: "A Little Piggy Named Bob"</li><li>• Phonological Awareness: Phoneme Isolation</li><li>• Blend and Build Words</li><li>• Introduce -at</li><li>• Connect Phonics and Writing</li><li>• Read Connected Text: BLM 10</li><li>• Share and Reflect</li></ul>	<b>Focus Skill: b /b/</b> <ul style="list-style-type: none"><li>• Phonological Awareness: Distinguish Syllables</li><li>• Independent Reading: "Play Ball!"</li><li>• Write Words</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul>	<b>Focus Skill: b /b/</b> <ul style="list-style-type: none"><li>• Reread "Play Ball!"</li><li>• Write About the Text: Encode</li><li>• Sort Words With -at</li><li>• Share and Reflect</li></ul>	<b>Review and Assess</b> <ul style="list-style-type: none"><li>• Phonological Awareness: Phoneme Addition</li><li>• Reread "Play Ball!" and Decodable Lap Book</li><li>• High-Frequency Words</li><li>• Write Letters and Words</li><li>• Spiral Review: h /h/, c /c/ o /o/</li></ul>	Small Group	<ul style="list-style-type: none"><li>• Shared Reading: "A Little Piggy Named Bob"</li><li>• Blend Words</li><li>• Independent Practice/ Partner Work</li></ul>	<ul style="list-style-type: none"><li>• Blend and Build Words</li><li>• Write Words</li><li>• Independent Practice/ Partner Work</li></ul>	<ul style="list-style-type: none"><li>• Letter-Sound Correspondences</li><li>• Independent Reading: "Play Ball!" and Decodable Lap Book</li><li>• Independent Practice/ Partner Work</li></ul>		<ul style="list-style-type: none"><li>• Cumulative Assessment</li></ul>	<p>Similarities &amp; Differences</p> <p>Nonlinguistic Representation</p> <p>Homework &amp; Practice</p> <p>Collaboration</p>	<p>B Collaboration Critical Thinking</p>
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1	RF.K.3	<b>Sight Word Practice</b>	Practice	<p>B Critical</p>																				

		Students will practice and learn <a href="#">quarterly sight words</a> , to support their reading skills.		Thinking
2	RF.K.1d L.K.1a	<b>Handwriting</b> Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communication
1, 2, 3	L.K.4	<b>Interactive Vocabulary</b>  The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"> <li>• Organizers like concept mapping or Frayer model</li> <li>• Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li> <li>• Similarities and differences looking at similar and different words to the term</li> <li>• Nonlinguistic representation</li> </ul>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C  Critical Thinking Communication Collaboration

## Unit 4: Resources

### UNIT RESOURCES

#### Teacher Resources:

##### Reading:

- *Grade K, Unit 3, Bigger Books, Bigger Reading Muscles*, Lucy Calkins
- Classroom library
- ABC books
- Many level A/B/C books
- Texts with repeating patterns
- Reading Mats (templates are available in the online resources)
- Class pattern books
- ABC charts for Naming and Sounds
- Blends and Digraphs charts
- Interactive Writing Pages
- "Picnic" by Phyllis Root or other patterned demonstration text with a pattern change at the end.
- "Cat and Mouse" by Phyllis Root
- "It's Super Mouse!" by Phyllis Root
- "Pizza" by Phyllis Root
- Poem, "We Will Go", by Zoe Ryder White
- "Can you see the eggs?" by Jenny Giles
- "Oh the Places You'll Go!" by Dr. Seuss
- "Hooray!" poem

- “I Can Read with My Eyes Shut” by Dr. Seuss
- “Ethan’s Cat” by Johanna Hurwitz
- “Wake Up Dad” by Beverley Randell
- “Kitty Cat and Fat Cat” (Rigby)
- “Hide and Seek” by Lila
- Materials for Small Group Guided Reading
- [FHSD Kindergarten Sight Words](#)
- Benchmark Phonics Lessons
- Copy of alphabet chart for each child (from Benchmark Phonics)

**Writing:**

- *Grade K, Unit 3, How-To Books, Writing to Teach others*, Lucy Calkins
- Familiar How-To texts
- *My First Soccer Game* by Alyssa Capucilli
- Writing Workshop Classroom Materials
- How-To Books
- Example of a child’s How-To Book (past years, another class, or your own child-version)
- Student Writing examples
- How-To Writing Chart
- Information Writing Checklist
- Concrete examples used for demonstrations (for example: peanut butter and jelly sandwiches)

**Student Resources:**

**Reading:**

- Book tubs of familiar texts (shared reading books, songs, poems, abc charts, name charts, etc.)
- Basket of Class Books (written by the class)
- Leveled Books for shared and guided reading
- Pointers or rulers for children to use to indicate what they are reading
- Private Reading/Partner Reading Sign
- Dry Erase boards and markers
- Post-its
- Access to Classroom Library

**Writing:**

- Writing Folders with current and past student work
- Blank writing paper and colored pencils (optional)
- Writing paper with a picture spot and a writing spot
- Paper for making booklets
- Additional writing paper for student choice
- Personal copies of Informational Writing Checklist
- Alphabet charts, name charts, mini word walls
- Pencils and teacher-provided writing tools (markers, Sharpies, etc.)

**Vocabulary:**

**Conclusion** - where the writer circles back to restate his or her opinion and perhaps sum up the evidence in support of the argument being made.

**Fluency**- the ability to read continuous text with good momentum, phrasing, appropriate pausing, intonation, and stress. Also includes the ability to solve words with speed, accuracy, and flexibility.

**How-to-Book** – a set of step-by-step instructions for accomplishing a certain task or reaching a certain objective

**Informational** (all-about) –text written to give information or explanations about the natural world and other topics

**Introduction** - material given at the beginning of a book to explain or introduce it to the reader

**Re-reading**- going back to read the same text again (and again) to improve their accuracy, rate, expression and comprehension.

## Unit 5: Becoming Avid Readers & Persuasive Writing of All Kinds: Using Words to Make a Change

**Content Area:** English Language Arts

**Course:** Kindergarten

**UNIT:** Becoming Avid Readers & Persuasive Writing of All Kinds: Using Words to Make a Change

**Unit Description:**

**Reading:** This unit, Becoming Avid Readers, begins by exploring the question, ‘What is an *avid* reader?’ You tell kids that avid readers are people who love reading so much they can hardly bear to stop reading! Kindergarteners will continue to develop their interest and enthusiasm for reading so that it becomes a lifelong love that extends beyond the school walls. In this unit, children will continue to be immersed in the wide world of books and reading--storybooks, information books, poetry, and songs. You will demonstrate in many ways throughout this unit how readers react and problem solve as they are in the midst of any text, while wearing your expectations on your sleeve that every child will become an avid reader. This unit hands over more and more responsibility to the children as they are encouraged to make their own decisions about what to read and how to read with their partners. You will continue to celebrate children’s approximations as they work together in reading clubs, giving them supportive and authentic feedback each step of the way. This unit brings all these key elements of learning together and celebrates the increased engagement that emerges as a result.

**Writing:** In this unit, Persuasive Writing of All Kinds: Using Words to Make a Change, children will write a collection of persuasive writing. We will ask children to look at the world around them in new ways-seeing not just what is, but what could be. Children will learn to reflect on troubles they see and think, “What could make things better?” They will begin by writing signs, songs, petitions, and letters about problems they see in their classroom and their school, and then they address problems they identify in the larger world of their neighborhood. Kindergarteners will be learning to make words to express what they want and they’ll learn strategies for convincing an audience. In the second part of this unit, children

**Unit Timeline:**

**Reading Unit:** 20 days

**Writing Unit:** 20 days

will be writing persuasive letters and will learn to ask, “Who can help me fix this problem?,” in order to persuade people to join their cause. In the third and final part of the unit, children will be given opportunities to work with partners to use all they have learned about persuasive writing to convince others to make a change for a larger purpose or greater cause.

### DESIRED Results

#### **Transfer Goal - Students will be able to independently use their learning to.....**

- Actively engage in a variety of text for multiple purposes.
- Effectively write for different purposes and varied audiences.
- Effectively communicate and collaborate with peers and adults.

#### **Understandings – Students will understand that... (Big Ideas)**

1. Fluent readers use a variety of strategies to construct meaning from text.
2. Effective writers use the writing process to produce writing for a variety of purposes.
3. Effective speakers and listeners participate in collaborative conversations.

#### **Essential Questions: Students will keep considering...**

- Which strategies do we use to figure out words?
- What can we do to help us understand what we are reading?
- What does fluent reading sound like?
- Why do we write?
- Who do we write for?
- What do good writers do?
- What is a conversation?
- What does a good speaker do?
- What does a good listener look like?

Standard	Students will know.....	Students will understand....	Students Will Be Able to.....
RL.K.1	<ul style="list-style-type: none"> <li>• A question is something you ask to gain information or clarify understanding</li> <li>• Questions should be on topic and relevant to the discussion or text</li> <li>• A key detail supports what the story is mostly about</li> </ul>	<ul style="list-style-type: none"> <li>• Readers ask questions while you are reading</li> <li>• Readers answer questions about a text</li> <li>• Asking and answering questions helps us better understand what we are reading</li> </ul>	<b>With prompting and support, ask and answer questions about key details in a text.</b>

RL.K.2	<ul style="list-style-type: none"> <li>Retelling a story includes talking about the beginning, middle, and end, also the characters and setting.</li> <li>Events happen in a sequential or chronological order</li> </ul>	<ul style="list-style-type: none"> <li>Readers understand that there are key details and some are more important than others.</li> <li>Stories have beginning, middle, and end.</li> </ul>	With prompting and support, retell familiar stories, including key details.
RL.K.3	<ul style="list-style-type: none"> <li>A character is a person/animal in a story</li> <li>A setting is where a story takes place</li> <li>A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge</li> </ul>	<ul style="list-style-type: none"> <li>Stories will have character(s).</li> <li>Stories will have a setting(s).</li> <li>Stories will have at least one major event.</li> </ul>	With prompting and support, identify characters, setting, and major events in a story.
RL.K.4	<ul style="list-style-type: none"> <li>A text tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>Words have meaning.</li> </ul>	Ask and answer questions about unknown words in a text.
RL.K.5	<ul style="list-style-type: none"> <li>Know there are a variety of literary text</li> </ul>	<ul style="list-style-type: none"> <li>The characteristics of storybooks, poems, etc.</li> </ul>	Recognize common types of texts (e.g., storybooks, poems)
RL.K.7	<ul style="list-style-type: none"> <li>Pictures can tell a story</li> <li>Words can tell a story</li> <li>Words and illustrations can work together</li> </ul>	<ul style="list-style-type: none"> <li>Illustrations convey key details about the story</li> <li>Illustrations support the meaning of the text</li> <li>Illustrations enhance the meaning of a text</li> </ul>	With prompting and support, describe the relationship between illustration and the story in which they appear (e.g., what moments in a story an illustration depicts).
RL.K.9	<ul style="list-style-type: none"> <li>The elements of a story (character, setting, problem, solution)</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences within a text</li> </ul>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>RL.K.10</b>	<ul style="list-style-type: none"> <li>How to read and understand a text independently</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of print</li> <li>Letters have sounds</li> <li>Letters make words</li> <li>Words make sentences</li> <li>Sentences tell a story</li> </ul>	<b>Actively engage in a group reading activities with purpose and understanding.</b>
<b>RI.K.1</b>	<ul style="list-style-type: none"> <li>A question is something you ask to gain information or clarify understanding</li> <li>Questions should be on topic and relevant to the discussion or text</li> <li>A key detail supports the main topic of a story</li> </ul>	<ul style="list-style-type: none"> <li>Readers ask questions about reading</li> <li>Readers answer questions to confirm understanding of reading</li> </ul>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
RI.K.2	<ul style="list-style-type: none"> <li>The main topic of a book is what it's mostly about</li> <li>A key detail supports the main topic</li> </ul>	<ul style="list-style-type: none"> <li>Main topic can be found by attending to the title, pictures and cover of informational text</li> <li>Key details are often repeated, bolded in headings and supported by the pictures</li> </ul>	With prompting and support, identify the main topic and retell key details of a text.



RI.K.3	<ul style="list-style-type: none"> <li>• Examples of events in text</li> <li>• Examples of information(facts) in text</li> </ul>	<ul style="list-style-type: none"> <li>• When individuals, events, ideas or pieces of information are related in some way there is a connection</li> </ul>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	<ul style="list-style-type: none"> <li>• Text gives information</li> </ul>	<ul style="list-style-type: none"> <li>• Words have meaning</li> </ul>	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7	<ul style="list-style-type: none"> <li>• Pictures give information</li> <li>• Words can give information</li> <li>• Words and illustrations can work together</li> </ul>	<ul style="list-style-type: none"> <li>• The words and pictures provide more information when they are combined.</li> </ul>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	<ul style="list-style-type: none"> <li>• There are key points.</li> <li>• The author gives reasons to support key points.</li> <li>• The illustrations support the key points.</li> </ul>	<ul style="list-style-type: none"> <li>• The words and pictures support key points in the text.</li> </ul>	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	<ul style="list-style-type: none"> <li>• Identifying the topic of a text</li> <li>• Identifying the title of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences within a text</li> <li>• The text provides information on the topic</li> </ul>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).
<b>RI.K.10</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of phonics to text</li> <li>• Gather information from the text</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letters have sounds</li> <li>• Letters make words</li> <li>• Words make sentences</li> <li>• Words and pictures provide information</li> </ul>	<b>Actively engage in group reading activities with purpose and understanding.</b>
RF.K.1	<ul style="list-style-type: none"> <li>• A letter represents a sound</li> <li>• Letters strung together in a sequence make words</li> <li>• Name of the letters.</li> <li>• The beginning is where something starts</li> <li>• The middle is between the beginning and the end</li> <li>• The end is where something stops</li> <li>• A word is something someone says or writes</li> <li>• A space is blank between words</li> <li>• The location of the top of the page</li> <li>• The location of the bottom of the page</li> <li>• Right side vs left side</li> <li>• Location of the left side of the page</li> </ul>	<ul style="list-style-type: none"> <li>• Understand concept of print</li> <li>• Specific letter sequence make words</li> <li>• Words carry most of meaning</li> <li>• Spoken words can be written</li> <li>• You read from left to right</li> <li>• You read from the top of the page to the bottom</li> <li>• Spaces separate words to make reading easier</li> </ul>	Demonstrate understanding of the organization and basic features of print.
RF.K.1b	<ul style="list-style-type: none"> <li>• A letter represents a sound</li> <li>• Letters strung together in a sequence make words</li> </ul>	<ul style="list-style-type: none"> <li>• Specific letter sequence make words</li> <li>• Words carry most of meaning</li> <li>• Spoken words can be written</li> </ul>	Recognize that spoken words are represented in written language by specific sequence of letters.

RF.K.1c	<ul style="list-style-type: none"> <li>• A space is blank between words</li> </ul>	<ul style="list-style-type: none"> <li>• Spaces separate words to make reading easier</li> </ul>	Understand that words are separated by spaces in print
RF.K.1d	<ul style="list-style-type: none"> <li>• A letter represents a sound</li> <li>• Name of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between upper-and lower case letters</li> <li>• Purpose for upper-and lower case letters</li> </ul>	Recognize and name all upper-and lowercase letters of the alphabet.
RF.K.2	<ul style="list-style-type: none"> <li>• Rhyming words end with the same sound</li> <li>• A syllable is a unit of a word that includes at least one vowel</li> <li>• Blending is putting individual sounds together</li> <li>• Segmenting is taking a word and breaking it apart into syllables or individual sounds</li> <li>• An onset is the initial consonant or consonant blend (in a single syllable word) before the vowel</li> <li>• A rime is the vowel and any consonants that follow the onset</li> <li>• The beginning is where something starts</li> <li>• The middle is between the beginning and the end</li> <li>• The end is where something stops</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words make language/text interesting</li> <li>• Words can be broken into parts.</li> <li>• Combining individual sounds together to make a word.</li> <li>• Words can be broken apart by individual sounds.</li> <li>• Changing one sound in a word changes the word.</li> </ul>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
RF.K.2a	<ul style="list-style-type: none"> <li>• Rhyming words end with the same sound (ex. Slam/jam, night/kite).</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words end with the same sound</li> </ul>	Recognize and produce rhyming words.
RF.K.2b	<ul style="list-style-type: none"> <li>• Syllables are units of a spoken word and where words are naturally divided.</li> <li>• Blending is putting individual sounds together.</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds must be spoken in their proper sequence.</li> </ul>	Count, pronounce, blend, and segment syllables in broken words.
RF.K.2c	<ul style="list-style-type: none"> <li>• Syllables are units of a spoken word and where words are naturally divided.</li> <li>• Blending is putting individual sounds together.</li> <li>• An onset is the initial consonant or consonant blend (in a single syllable word) before the vowel.</li> <li>• A rime is the vowel and any consonant that follows the onset.</li> </ul>	<ul style="list-style-type: none"> <li>• Words can be broken into parts</li> </ul>	Blend and segment onsets and rimes of single-syllables in spoken words.
RF.K.2d	<ul style="list-style-type: none"> <li>• The beginning is where something starts</li> </ul>	<ul style="list-style-type: none"> <li>• Words can be broken into parts.</li> <li>• Combining individual sounds together to make a word.</li> </ul>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

	<ul style="list-style-type: none"> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> <li>Blending is putting individual sounds together</li> <li>Segmenting is taking a word and breaking it apart into syllables or individual sounds</li> </ul>	<ul style="list-style-type: none"> <li>Words can be broken apart by individual sounds.</li> </ul>	
RF.K.2e	<ul style="list-style-type: none"> <li>Letters can be manipulated to create new words</li> </ul>	<ul style="list-style-type: none"> <li>Changing one sound in a word changes the word.</li> <li>Words can be broken into parts.</li> </ul>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	<ul style="list-style-type: none"> <li>Sight words or high-frequency words are words we need to know automatically</li> </ul>	<ul style="list-style-type: none"> <li>Some words are not able to be decoded</li> <li>There are a group of words that have to be known by sight.</li> </ul>	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	<ul style="list-style-type: none"> <li>A letter represents a sound</li> </ul>	<ul style="list-style-type: none"> <li>Each letter is unique</li> </ul>	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
RF.K.3b	<ul style="list-style-type: none"> <li>Long vowels</li> <li>Short vowels</li> </ul>	<ul style="list-style-type: none"> <li>A letter or letters represent or spell a sound in a word.</li> </ul>	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3c	<ul style="list-style-type: none"> <li><a href="#">FHSD Kindergarten Sight Words</a></li> </ul>	<ul style="list-style-type: none"> <li>Sight words help me become a reader</li> </ul>	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
RF.K.3d	<ul style="list-style-type: none"> <li>A letter represents a sound</li> <li>Vowels are phonemes that are <i>voiced</i> and <i>open</i>. Vowels are the heart of every syllable; every syllable must have a vowel.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the knowledge of letter-sound relationships</li> </ul>	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<b>RF.K.4</b>	<ul style="list-style-type: none"> <li>Concepts of Print</li> <li>Sight words or high-frequency words are words we need to know automatically</li> <li>A letter represents a sound</li> <li>Sounds</li> <li>Reading Strategies are intentional, deliberate actions a reader takes to accomplish a task or skill</li> <li>Fluency is to read with sufficient speed to support understanding</li> </ul>	<ul style="list-style-type: none"> <li>Readers read for a variety of purposes.</li> <li>Reading fluently helps me understand the story</li> <li>Reading strategies help me understand what I am reading</li> </ul>	<b>Read emergent-reader text with purpose and understanding.</b>

W.K.1	<ul style="list-style-type: none"> <li>An opinion is a belief based on reasoning (reasons and evidence)</li> </ul>	<ul style="list-style-type: none"> <li>There is a difference between a fact and an opinion</li> </ul>	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., <i>My favorite book is...</i> )
W.K.2	<ul style="list-style-type: none"> <li>Informative texts informs and explanatory texts explains</li> <li>Informative/explanatory texts can be told, written, or drawn</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions help us research a topic.</li> </ul>	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.
<b>W.K.3</b>	<ul style="list-style-type: none"> <li>There are different ways to tell a story</li> <li>Stories can be told, written, or drawn</li> </ul>	<ul style="list-style-type: none"> <li>Stories have a beginning, middle, and an end</li> </ul>	<b>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.</b>
W.K.5	<ul style="list-style-type: none"> <li>Good listeners look at the speaker and listen</li> <li>That constructive feedback can be helpful from a peer.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback helps us improve our writing</li> <li>Feedback gives a different viewpoint</li> </ul>	With guidance and support from adults, respond to questions and suggestions from peers and add details.
W.K.8	<ul style="list-style-type: none"> <li>Writing gives information.</li> <li>Writers gather information.</li> <li>What types sources provide relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>Writing can answer questions others or I have about a topic</li> <li>Information for a writing piece can come from a variety of sources (e.g., experience, books, internet, opinions of others)</li> </ul>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.1	<ul style="list-style-type: none"> <li>Classroom expectations for discussion</li> <li>Kindergarten vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose of having is a conversation is two ways; talking and listening</li> <li>Understand turn taking (collaborative conversations)</li> </ul>	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.1b	<ul style="list-style-type: none"> <li>Taking turns</li> <li>Active listening</li> <li>Responding to someone</li> </ul>	<ul style="list-style-type: none"> <li>Understand the topic and the texts discussed</li> <li>Value in listening to others and sharing your thoughts</li> <li>Other opinions are valued</li> </ul>	Continue a conversation through multiple exchanges.
SL.K.2	<ul style="list-style-type: none"> <li>Key ideas and details are parts of a text that support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>How to ask a questions for understanding</li> <li>How to answer questions</li> <li>The difference between a statement and a question</li> </ul>	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.

SL.K.3	<ul style="list-style-type: none"> <li>Know what to do when they don't understand something</li> <li>Know what to do to seek clarification</li> </ul>	<ul style="list-style-type: none"> <li>The difference between a statement and and question</li> <li>How to ask a question</li> <li>How to answer a question</li> <li>When and why to ask a question for clarification</li> </ul>	Ask and answer questions in order to seek help, get information or clarify something that is not understood.
<b>SL.K.4</b>	<ul style="list-style-type: none"> <li>Know people, places, things, and events that are familiar</li> </ul>	<ul style="list-style-type: none"> <li>A variety of ways can describe people, places, things, and events</li> </ul>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</b>
SL.K.5	<ul style="list-style-type: none"> <li>Pictures and drawings help my audience understand my presentation</li> </ul>	<ul style="list-style-type: none"> <li>Visual displays will support presentations</li> </ul>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	<ul style="list-style-type: none"> <li>Appropriate volume level</li> </ul>	<ul style="list-style-type: none"> <li>In order to be understood and heard volume level while speaking is important</li> <li>Volume level while speaking is determined based on each situation</li> </ul>	Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.1	<ul style="list-style-type: none"> <li>Uppercase letters</li> <li>Lowercase letters</li> <li>Nouns are words that name persons, places, things, animals, or abstract ideas</li> <li>Verbs are words that name actions or states of being</li> <li>Plural nouns are more than one person, place, thing, animal, or abstract idea</li> <li>Question words: who, what, where, when, how, why</li> <li>Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence</li> <li>A complete sentence completes a thought or idea. It can be a statement, question, command, or wish.</li> </ul>	<ul style="list-style-type: none"> <li>The correct formation of upper- and lowercase letters.</li> <li>When and how to use nouns and verbs.</li> <li>By adding /s/ or /es/ a noun becomes plural.</li> <li>When and how to use question words appropriately.</li> <li>When to use prepositions appropriately.</li> <li>How to use a complete sentence when writing or speaking.</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1a	<ul style="list-style-type: none"> <li>Uppercase letters</li> <li>Lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>The correct formation of upper- and lowercase letters.</li> </ul>	Print many upper-and lowercase letters
<b>L.K.2</b>	<ul style="list-style-type: none"> <li>Capital and lower-case letters</li> <li>A sentence ends with punctuation (e.g., period, question mark, exclamation point)</li> <li>Letter sounds for letters in the alphabet</li> <li>Letters sounds together make words</li> <li>Pronoun I is capitalized</li> </ul>	<ul style="list-style-type: none"> <li>First word of a sentence begins with a capital letter</li> <li>Different types of punctuation for different types of sentences</li> <li>Letters represent sounds</li> <li>Writers use letters to represent sounds when spelling words</li> </ul>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

<b>L.K.2b</b>	<ul style="list-style-type: none"> <li>A sentence ends with punctuation (e.g., period, question mark, exclamation point)</li> </ul>	<ul style="list-style-type: none"> <li>Ending punctuation tells us the thought or idea is complete</li> </ul>	<b>Recognize and name end punctuation</b>
L.K.2c	<ul style="list-style-type: none"> <li>Letter sounds for letters in the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Letters represent sounds</li> </ul>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d	<ul style="list-style-type: none"> <li>Letter sounds together make words</li> </ul>	<ul style="list-style-type: none"> <li>Writers use letters to represent sound when spelling words</li> </ul>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4	<ul style="list-style-type: none"> <li>Know words have meaning</li> <li>Words can have more than one meaning</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the context of the how the word is used, depends on the meaning of the word</li> <li>Awareness to look for the differences while reading</li> </ul>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>kindergarten reading and content</i> .
L.K.4a	<ul style="list-style-type: none"> <li>Words have more than one meaning</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the context of the how the word is used, depends on the meaning of the word</li> </ul>	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)
L.K.5	<ul style="list-style-type: none"> <li>Know the word sort</li> <li>Know the word category</li> <li>Opposites(antonyms)</li> <li>Describing words (adjectives)</li> <li>Action words (verbs)</li> </ul>	<ul style="list-style-type: none"> <li>Common attributes of a category</li> <li>Relationships between words</li> <li>There is more than one word you can use to describe an action</li> </ul>	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.6	<ul style="list-style-type: none"> <li>Domain specific vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Using words and phrases acquired through conversations and reading validates understanding of texts and can improve writing</li> </ul>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Unit 5: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.	<b><u>R/R Quadrant</u></b> <b><u>21 Century</u></b>
1, 2	<b>RL.K.10</b> <b>RI.K.10</b>		C/D

		<p><b>Standards Assessed:</b> RL.K.10, RI.K.10</p> <p><b>Mastery Levels:</b></p> <table border="1"> <thead> <tr> <th colspan="4">Kindergarten Reading Level Expectations</th> </tr> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td><td>A</td><td>AA</td><td>No Comments of Progress</td></tr> <tr> <td>2<sup>nd</sup> Quarter</td><td>B</td><td>A</td><td>AA</td></tr> <tr> <td>3<sup>rd</sup> Quarter</td><td>C</td><td>B</td><td>A</td></tr> <tr> <td>4<sup>th</sup> Quarter</td><td>D</td><td>C</td><td>B</td></tr> </tbody> </table> <p><b>RL.K.1</b> <b>RI.K.1</b></p> <p><b>W.K.1</b> <b>L.K.2</b></p> <p><b>Reading Benchmark:</b> Teacher will use reading benchmark and <a href="#">protocol</a> to assess students on priority standards in reading.</p> <p><b>Writing:</b> <i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Starting tomorrow, you will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you’ll have two forty-five minute session to complete this, so you will need to plan, draft, revise, and edit within that time.</i></p> <p><a href="#">Opinion Rubric</a></p>	Kindergarten Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	A	AA	No Comments of Progress	2 <sup>nd</sup> Quarter	B	A	AA	3 <sup>rd</sup> Quarter	C	B	A	4 <sup>th</sup> Quarter	D	C	B	<p>Creativity Communication Critical Thinking</p>
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4 <sup>th</sup> Quarter	D	C	B																								

## Unit 5: Sample Activities

SAMPLE LEARNING PLAN	
<p><b>Pre-assessment:</b> <i>“Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Starting tomorrow, you will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you’ll have two forty-five minute session to complete this, so you will need to plan, draft, revise, and edit within that time.</i></p>	

Reader’s Workshop				
Becoming Avid Readers (BK. 4)				
<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1	RL.K.10	<p><b>1. What is an Avid Reader?</b> (Session 1)</p> <p><b>Objective:</b> Students will:</p>	Setting	B/C







		<p>ii. Tell students a story about a time when you felt not just happy while describing their effort, but to be more precise proud, ecstatic.</p> <p><b>b. Teaching:</b> Teacher will:</p> <p>i. Broaden the point that you are emphasizing the value of precise words not only for happy, but for any feeling.</p> <p>ii. Encourage kids to use precise words to label their own feelings.</p> <p><b>c. Active Engagement:</b> Teacher will channel partners to look through their books, finding a page on which a character seemed sad, and then compare the specific kind of sadness each character might feel, noticing differences.</p> <p><b>d. Link:</b> Teacher will:</p> <p>i. Invite kids to help you problem solve what to do with post-its that don't have precise feelings.</p> <p>ii. Recruit kids to suggest that they can draw and label a full range of emotions on Post-Its.</p> <p><b>e. Mid-Workshop Teaching Point:</b> Teacher will:</p> <p>i. Ask students if they are just naming the feeling, or if they are also thinking about it?</p> <p>ii. Remind students to think about why the character might feel that way, don't just name the feeling.</p> <p><b>f. Share:</b> Teacher will gather children for a quick game to help them imagine character's feelings.</p> <p><a href="#">Appendix Documents</a></p>	Cooperative Learning	
1	RL. K.2 RL.K.3 RL.K.9 <b>RL.K.10</b> SL.K.1 <b>SL.K.4</b> SL.K.6	<p><b>4. Playing Pretend</b> (Session 7)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know that reading is a lot like pretending.</li> <li>Understand that avid readers act out a story while they read.</li> <li>Be able to act out a story in their minds each time they read.</li> </ul> <p><b>a. Connection:</b> Teacher will:</p> <p>i. Point out that most movies start out as books that people read and reread, learn by heart, and then act out.</p> <p>ii. Suggest that the reason movies relate to reading workshop is that you wondered if they might want to use reading playdates to act out favorite stories.</p> <p><b>b. Teaching:</b> Teacher will point out that during reading time, kids practice important skills, and suggest that learning to pretend is just as important to reading as learning to pretend is just as important to reading as learning to word solve.</p> <p><b>c. Active Engagement:</b> Teacher will:</p> <p>i. Suggest that the class should work hard to get better at pretending.</p> <p>ii. To start them off, create a make-believe scenario for them to enact.</p> <p>iii. Help kids apply their pretending skills to the whole-class read-aloud.</p>	Setting Objectives	B  Creativity Communication Critical Thinking Collaboration

		<p>iv. Read a section aloud, asking students to role play the main character.</p> <p>d. <b>Link:</b> Teacher will:</p> <p>i. Remind children that avid readers act out stories in their minds.</p> <p>ii. Set children up to do this as you reread the beginning of the demonstration text.</p> <p>iii. Then invite them to do this with their own books.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> Teacher will:</p> <p>i. Give students a reading playdate mat and ask students to decide what they will do during their play date and what book they will bring to the play date.</p> <p>ii. Then have students go back to reading, keeping in mind what they decided to share with their partner, and read in the best way they can to get ready for their play date.</p> <p>f. <b>Share:</b> Teacher will:</p> <p>i. Give students more time to continue working with partners around the room, rather than a formal share session.</p> <p>ii. Suggest that readers give each other compliments about their reading work.</p> <p><a href="#">Appendix Documents</a></p>	<p>Nonlinguistic Representation</p> <p>Providing Feedback</p>	
1,3	<p><b>RI.K.1</b></p> <p><b>RI.K.7</b></p> <p><b>SL.K.2</b></p> <p><b>SL.K.3</b></p>	<p><b>5. Thinking about and Reacting to Nonfiction Texts</b> (Session 9)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know the kinds of thinking and reactions for nonfiction readers.</li> <li>Understand that movie viewers and readers share the same thinking.</li> <li>Be able to determine the kinds of thinking and reacting people do when reading nonfiction text.</li> </ul> <p>a. <b>Connection:</b> Teacher will:</p> <p>i. Remind students that reading is like going to the movies.</p> <p>ii. Tell students fiction readers, like movie viewers, pretend to be the character, feeling what the character feels.</p> <p>iii. Introduce the new bend in which your students will read nonfiction avidly.</p> <p>iv. Ask them to consider how their thinking about nonfiction books might be similar to their thinking about nonfiction movies.</p> <p>b. <b>Teaching:</b> Teacher will ask students to determine if the kinds of thinking and reacting people do when watching a nonfiction movie is similar to readers of nonfiction books.</p> <p>c. <b>Active Engagement:</b> Teacher will:</p> <p>i. Set kids up to watch a nonfiction video clip, ask them to notice the kinds of thinking they do.</p> <p>ii. Then ask them to turn and talk, while the teacher listens.</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p>	<p>B/C</p> <p>Creativity</p> <p>Communication</p> <p>Critical Thinking</p> <p>Collaboration</p>

		<ul style="list-style-type: none"> <li>iii. Observe that after watching a non-fiction video, students tend to generate questions and to respond with interest to new learnings.</li> <li>iv. Channel kids to work in groups, this time reading a nonfiction book together, with each person holding a post-it, ready to stop and mark it in the text.</li> <li>v. Remind readers to preview the text and to pay special attention to the pictures, as often readers can learn more and generate more questions from studying the pictures closely.</li> </ul> <p>d. <b>Link:</b> Teacher will send kids off to read avidly, reminding them what avid readers look like by returning to the photographs you took earlier in the unit.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> Teacher will:</p> <ul style="list-style-type: none"> <li>i. Remind students that you already have a lot of extra-strength superpowers that you can draw on when books get hard.</li> <li>ii. Direct students' attention to the superpowers chart, noting what they could do while reading non-fiction.</li> </ul> <p>f. <b>Share:</b> Teacher will:</p> <ul style="list-style-type: none"> <li>i. Demonstrate that sometimes conversations based on Post-its don't always lend to a conversation.</li> <li>ii. Encourage students to generate thoughts and suggestions to extend their talk and thinking.</li> </ul> <p><a href="#">Appendix Documents</a></p>		
1, 3	RI.K.4 RI.K.7 <b>SL.K.4</b> L.K.4 L.K.6	<p><b>6. Talking Like An Expert</b> (Session 10)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know nonfiction readers use fancy words to explain what they have learned.</li> <li>• Understand nonfiction readers harvest their learning about a topic so they can later explain it to others.</li> <li>• Be able to use fancy words to explain what they have learned to others and share that learning.</li> </ul> <p>a. <b>Connection:</b> Teacher will suggest that kids are eager to share what they are learning from their nonfiction books, and point out that learning to talk well about books is a big part of learning to read well.</p> <p>b. <b>Teaching:</b> Teacher will:</p> <ul style="list-style-type: none"> <li>i. Demonstrate how avid nonfiction readers harvest learning about a topic as they read a text so that they can later explain it to others.</li> <li>ii. Highlight the value of trying to learn fancy topic words as you reread the text.</li> <li>iii. Debrief by demonstrating how, after reading a nonfiction text, you learned some information that you can now teach to others by explaining the topic and using keywords.</li> </ul>	Setting Objectives	B  Creativity Communication Critical Thinking Collaboration

		<p>c. <b>Active Engagement:</b> Teacher will channel kids to study a nonfiction text by returning once again to the same video clip, this time watching in such a way that they can explain the topic to others and use keywords.</p> <p>d. <b>Link:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Remind children to read so as to be able to teach others what they have learned.</li> <li>Suggest that they use Post-its to mark things they learn, places that bring up questions, and words that are important to their topic.</li> </ol> <p>e. <b>Mid-Workshop Teaching Point:</b> Teacher will encourage students to look at their books, and remind them if they have seen one interesting thing on a page, you can push yourself to look again. The next time you look at the page, you might see something else that is also interesting.</p> <p>f. <b>Share:</b> Teacher will explain to students that they might not know the answers to their questions when they talk about their post-it notes.</p> <p><a href="#">Appendix Documents</a></p>	<p>Providing Practice</p> <p>Cooperative Learning Note-taking</p>	
1	<p><b>RI.K.1</b> <b>RI.K.2</b> <b>RI.K.3</b> <b>RI.K.4</b> <b>RI.K.9</b> <b>RF.K.2</b> <b>L.K.4</b> <b>L.K.6</b></p>	<p><b>7. Avid Nonfiction Readers Notice Similarities and Differences in Books</b>(Session 13)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know that readers pay attention to similarities and differences in non-fiction texts.</li> <li>Understand that two or more nonfiction texts on the same topic can have similarities and differences.</li> <li>Be Able To identify similarities and differences in multiple texts on the same topic.</li> </ul> <p>a. <b>Connection:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Ask children to think and reflect on their learning so far. Point out that they are not only learning about the world, but also how to read non-fiction.</li> </ol> <p>b. <b>Teaching:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Ask children to think about what's similar and what's different in two familiar books.</li> <li>Prompt students to ask "Why?" and think more about noted similarities and differences.</li> </ol> <p>c. <b>Active Engagement:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Provide another opportunity for readers to compare and contrast information across two books.</li> </ol> <p>d. <b>Link:</b> Teacher will recap today's teaching point and add the strategy to the "Reading Playdate" chart, suggesting that clubs discuss similarities and differences across their books.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> Teacher will guide students to activate their 'superpowers' that you need to help you read and learn new words that are tricky when reading and learning about a new topic.</p>	<p>Setting Objectives</p> <p>Similarities and Differences</p>	<p>C Creativity Communication Critical Thinking Collaboration</p>



		<p>b. <b>Teaching:</b> Teacher will:</p> <ul style="list-style-type: none"> <li>i. Invite children to think about a familiar poem, asking, “What is the feeling of the poem?”</li> <li>ii. Lead the class in a choral reading of the poem, prompting children to show the feeling with their reading voices.</li> </ul> <p>c. <b>Active Engagement:</b> Teacher will challenge children to try this work with the poems they have been reading, first, thinking about the feeling of the poem, and then bringing out that feeling in their reading.</p> <p>d. <b>Link:</b> Teacher will send children off to read more poems, with a reminder to determine and bring out the author's intended meaning and feeling.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> Teacher will encourage students to use post-it notes on a poem to remind them of their feelings when they read it again.</p> <p>f. <b>Share:</b> Teacher will lead the class in a shared reading of a few favorite poems, reminding students to use smooth, expressive voices to show the feeling.</p> <p><a href="#">Appendix Documents</a></p>	<p>Providing Practice</p> <p>Note-taking</p>	
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## Writer's Workshop

### Persuasive Writing of All Kinds (BK. 4)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <b>21C:</b>
2, 3	W.K.1 SL.K.2	<p><b>1. Words Are Like Magic Wands: They Can Make Things Happen</b> (Session 1)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know that problems exist.</li> <li>• Understand that writers can use their words to fix problems.</li> <li>• Be able to identify a problem.</li> </ul> <p>a. <b>Connection:</b> Teacher will:</p> <ul style="list-style-type: none"> <li>i. Generate an excitement around the upcoming persuasive writing unit. The teacher will tell children that you see problems in the world that you wish you could fix, and ask whether they've ever seen problems as well.</li> <li>ii. Explain to students that you can 'write' your problems away. You can use writing to say exactly what you think. Just like a magician uses a wand to make things happen, writers use words. You can write to help solve problems and to help make our classroom and our school even better.</li> </ul> <p>b. <b>Teaching:</b> The teacher will:</p>	Setting Objectives	<p>B</p> <p>Creativity Communication Critical Thinking Collaboration</p>

		<ol style="list-style-type: none"> <li>i. Demonstrate thinking of a problem in the school or neighborhood, thinking of a way to fix it, and then asking, “Could I write something to make things better?”</li> <li>ii. Debrief by describing what you have done in a way that children can transfer to their own writing. <ol style="list-style-type: none"> <li>1. “Writers, did you see how I, (1) thought about the problems I see and then, (2) thought about how to fix them, and then (3) I thought about how I could use writing to make things better? Now I am going to write a book about the problem and read it aloud to others.” <ol style="list-style-type: none"> <li>a. Use Anchor Chart for ‘Writers Write to Make the World Better!’</li> </ol> </li> </ol> </li> <li>c. <b>Active Engagement:</b> The teacher will: <ol style="list-style-type: none"> <li>i. Channel writers to share problems they see and to imagine ways they could write to address the problems.</li> <li>ii. Coach into children’s work, using voice-overs to help them go the next step and think about the kind of writing they could do, and the audience they need to address, to solve the problem.</li> </ol> </li> <li>d. <b>Link:</b> The teacher will: <ol style="list-style-type: none"> <li>i. Repeat what you have heard partner’s share, in ways that spotlight the broad range of ideas for writing that the class has generated.</li> <li>ii. Remind children of the challenge you’ve posed. Engineer things so those needing support stay in the meeting area while others get started. <ol style="list-style-type: none"> <li>1. “The important thing is that you write something that you hope will fix a problem. You might write signs, or petitions, lists or books, rules or letters.”</li> </ol> </li> </ol> </li> <li>e. <b>Mid-Workshop Teaching Point:</b> The teacher will point out students who are almost finishing their writing, and remind them if you’re ever stuck on what to write about, it helps to live with open eyes, look around you and think, ‘How could this be better?’</li> <li>f. <b>Share:</b> The teacher will: <ol style="list-style-type: none"> <li>i. Remind children that writers learn from other writers.</li> <li>ii. Invite children to inquire into what another writer has done that they could transfer to their own writing.</li> </ol> </li> </ol> <p><a href="#">Appendix Documents</a></p>	Cooperative Learning	
2, 3	W.K.1 SL.K.1	<p><b>2. Convincing People: Providing Reasons and Consequences</b> (Session 2)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know that reasons can make their writing more convincing.</li> <li>• Understand that the more reasons they give, the more convincing their writing will be.</li> <li>• Be able to provide reasons to make their writing more convincing.</li> </ul>	Setting Objectives	D  Creativity Communication Critical Thinking Collaboration



		<p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell children about someone who was influential and suggest that their goal is to write in ways that convince people to follow (ex. The Pied Piper)</li> <li>Tell children one way to convince people is to give lots of reasons why they should follow your idea. The more reasons you can give them, the more convincing you will be!</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell children that you are not convinced something you wrote the preceding day is convincing and think of ways to make it more persuasive.</li> <li>Show children that writing is more likely to persuade people to take action if you give multiple reasons why an idea should be followed.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will channel children to tell each other how they would make the writing they did the previous day more convincing by adding in more reasons.</p> <p>d. <b>Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind children that their writing will be more convincing if they include many reasons.</li> <li>Remind writers to revise the writing they wrote previously to make it more convincing and to then write more.</li> </ol> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Ask students to think about their current writing and the problem they were hoping to solve.</li> <li>Tell students to make sure to think of what you could add-the exact words-that will get people worried about how things could get worse if they don't help.</li> </ol> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Channel children to reread their writing.</li> <li>Encourage students to identify and talk about places where they tried to convince people, highlighting what they did that others could try.</li> </ol> <p><a href="#">Appendix Documents</a></p>	Cooperative Learning	
2,3	W.K.5 <b>SL.K.4</b> SL.K.5	<p><b>3. Writers Reread and Fix Up Their Writing</b> (Session 4)</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> <li>Know they are the bosses of their own writing.</li> <li>Understand they can change their writing to make it more convincing.</li> <li>Be able to fix up their writing without anyone telling them what to do.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Encourage students to reread what they have written and think, 'How can I make this even better?'</li> </ol>	Setting Objectives          Cues & Questions	D   Creativity Communication Critical Thinking Collaboration

		<p>ii. Remind them they can change their writing without anyone telling them what to do. Writes are the bosses of their own writing.</p> <p><b>b. Teaching:</b> The teacher will:</p> <p>i. Remind children that they are in charge of their writing, so they need to make decisions about whether a piece is done for now or needs further revision.</p> <p>ii. Use the Anchor Chart: When We Are Done, We've Just Begun to show students what they can do to make their persuasive writing stronger.</p> <p>iii. Encourage students to use this chart to help you decide whether you are done with your writing or whether you still have more work to do.</p> <p>iv. Invite the class to join in rereading a book the teacher has written about a school problem, helping to think of ways to make the text more persuasive.</p> <p>v. Demonstrate the process of adding more reasons for addressing the problem.</p> <p><b>c. Active Engagement:</b> The teacher will:</p> <p>i. Recruit the children to reread their own writing, thinking of ways to make it more persuasive.</p> <p>ii. Invite children to Post-It places in their text that they could revise to make them more persuasive and tell their partner what they plan to do.</p> <p><b>d. Link:</b> The teacher will:</p> <p>i. Encourage children to take ownership of the process of rereading and fixing up their writing, listing several ways they know to make their writing more persuasive.</p> <p>ii. Remind children to use the new and improved Anchor Chart, 'When We Are Done, We've Only Just Begun!'</p> <p><b>e. Mid-Workshop Teaching Point:</b> The teacher will remind children after you find one part to revise, it's not time to say, 'All Done!' and stop. You can search for more parts to fix up and even go back to finished pieces of writing and find more places to do that same work.</p> <p><b>f. Share:</b> The teacher will:</p> <p>i. Find one child who came to a tricky word and instead of pleading for help, stretched the word out like a rubber band.</p> <p>ii. Have students share a place in their writing where they fixed up their own writing without asking for help.</p> <p><a href="#">Appendix Documents</a></p>	<p>Advance Organizer</p> <p>Cooperative Learning</p>	
2,3	W.K.1	<p><b>4. Knowing Just What to Say: Angling Writers to Different Audiences</b> (session 9)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know that writers write many letters to fix problems they see.</li> <li>Understand that writers have to write many letters to convince others there is a problem.</li> <li>Be able to write many persuasive letters to suit different audiences.</li> </ul>	<p>Setting Objectives</p>	<p>D</p> <p>Creativity Communication Critical Thinking Collaboration</p>

		<p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell a story about someone who adjusted his or her message to suit very different audiences.</li> <li>Explain when wanting to reach someone or make a point, it helps to tailor your message or suit it for different audiences.</li> <li>Point out Questions to Ask: 'Who else can help?' and 'What do I need to tell this reader?'</li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Refer back to an earlier letter the class helped write, generate plans for new letters to new readers.</li> <li>Coach children to ask next, 'What do I need to tell this reader?' and to tailor the message accordingly.</li> </ol> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Channel kids to think of the letters they wrote the preceding day and ask, 'Who else could help?' and to plan more letters, tailoring them to the new readers.</li> </ol> <p><b>d. Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Send students off, reminding them that they need to write letters to multiple people, angling each letter to the new audience.</li> </ol> <p><b>e. Mid Workshop Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students that different readers may be more interested in different kinds of information.</li> <li>Tell students to think about what you can say to the reader you are writing that will really convince that particular person to help you.</li> <li>Then tell them to add those words to your writing so the person who receives your letter will understand how you feel and the important things you want.</li> </ol> <p><b>f. Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Ask students to re-read their partner's writing, and turn and talk to their partner about how does all that make them feel.</li> <li>Encourage students to share their 'big feelings' about what is going on in their partner's writing.</li> <li>Note to teacher: <i>The share component of this lesson requires additional objectives focused on strategies for persuasion.</i></li> </ol> <p><a href="#">Appendix Documents</a></p>	Cues & Questions	
2,3	W.K.2 W.K.8	<p><b>5. Sound Like an Expert! Teaching Information to Persuade Your Audience</b> (Session 13)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know what a fact is.</li> </ul>	Cooperative Learning	C/D  Creativity Communication

		<ul style="list-style-type: none"> <li>Understand they can make their writing more convincing by including facts.</li> <li>Be able to include facts that teach their readers important information about their topic.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind writers that texts can become teachers.</li> <li>Ask students to return to a mentor text they studied earlier, this time learning from that text with more independence.</li> <li>Ask students to name what the author did to make the writing more effective.</li> <li>Students will then apply those strategies to their writing.</li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell children about a child who reread his writing, realizing he'd included reasons for the problem and a suggested solution, and questioned if he included information.</li> <li>Set children up to watch and join as you and the child you described think over how he can embed some information into his writing.</li> </ol> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Recruit the children to continue the work of embedding information into a persuasive writing sample.</li> </ol> <p><b>d. Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Ask children to think about precise information to incorporate into their writing before you send them off to write.</li> <li>Recruit one child to show her work to the class, telling others how she plans to insert information.</li> </ol> <p><b>e. Mid Workshop Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students that writing partners can be mentor authors too.</li> <li>Have students get together with partners. <ol style="list-style-type: none"> <li>Star the things that your partner did that make it really convincing.</li> </ol> </li> <li>Then have students look at their own writing and see if they can do that too.</li> </ol> <p><b>f. Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Encourage students to work with a partner and "use your most careful eyes to read each other's writing and think, What did this writer do that makes this writing really convincing?"</li> <li>Note to teacher: <i>The share component of this lesson requires additional objectives focused on strategies for persuasion.</i></li> </ol> <p><a href="#">Appendix Documents</a></p>	Objectives	Critical Thinking Collaboration
2, 3	W.K.2 L.K.6	<p><b>6. Writing How-To Books to Make a Change</b> (session 15)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know writers can write how-to books to explain the solution to readers.</li> </ul>	Providing Feedback	C/D



		<p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students that writers are also readers, reading and rereading their pieces to fix up their work along the way.</li> <li>Remind them of the importance of paying attention to punctuation as they read and using these special marks when they write.</li> </ol> <p><b>a. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Begin by reading a familiar text aloud, making sure to read it in a way that ignores any punctuation.</li> <li>Ask students if they noticed anything wrong with how you were reading.</li> <li>Instruct students to be mindful of punctuation as they write.</li> </ol> <p><b>b. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Give writers an opportunity to practice this process on a fabricated teacher demonstration piece.</li> <li>Then have students work with a partner to reread their pieces aloud to stop one another in places that need a special mark while the teacher coaches.</li> </ol> <p><b>c. Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Send students off to work independently, or with their partner, to reread pieces.</li> <li>Remind students the importance of using special marks when they write.</li> </ol> <p><b>d. Mid Workshop Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students to read their pieces to each other and stop at moments when their voices pause, rise to ask a question or get louder.</li> <li>Then they can remind each other to check to see if the right kind of mark ends that sentence.</li> </ol> <p><b>e. Share:</b> The teacher will have students come back to the carpet and project a piece of student writing, highlighting the punctuation across the page and demonstrating how it would sound without such cues and how it now reads with these important mark.</p>	Cooperative Learning	
2	RF.K.1 L.K.1	<p><b>8. Fixing and Fancying Up for Publication Using the Super Checklist</b> (session 18)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know that writers revise and edit their writing before publication.</li> <li>Understand that they need to make sure their writing says exactly what they want it to say and make sure it is readable before they send it out into the world.</li> <li>Be able to use a checklist tool to get their writing ready for publication.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students it's almost time to celebrate all of their fantastic writing.</li> <li>Introduce students to a new tool they will use to get their writing ready for publication.</li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Introduce the Super Checklist to students as a tool using language that</li> </ol>	Setting Objectives	C/D  Creativity Communication Critical Thinking Collaboration

		<p>reminds students of what they already know.</p> <p>ii. Use a teacher demonstration piece to model rereading the piece to revise it for publication.</p> <p><b>c. Active Engagement:</b> The teacher will:</p> <p>i. Give students the opportunity to help with revising a teacher demonstration piece using the Opinion Writing Checklist.</p> <p>ii. Edit your writing in front of the class using the Editing Checklist side of the Super Checklist.</p> <p>iii. Give students an opportunity to edit the writing sample using the checklist.</p> <p><b>d. Link:</b> The teacher will:</p> <p>i. Send students off with their Super Checklist to begin revising and editing in preparation for publication.</p> <p><b>e. Mid Workshop Teaching Point:</b> The teacher will:</p> <p>i. Introduce students to making a poster to display their writing.</p> <p>ii. Remind them they need a cover for their writing to grab their reader's attention and the poster will be the cover for your writing.</p> <p><b>f. Share:</b> The teacher will:</p> <p>i. Set up a museum (gallery) walk so that students have the opportunity to read over each other's posters before the celebration.</p> <p><a href="#">Appendix Documents</a></p>	Advanced Organizer	
2	SL.K.6	<p><b>9. Author's Celebration</b> (Session 19)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know the importance of writing for an audience</li> <li>Understand the necessary steps to write a piece that is engaging for an audience</li> <li>Be able to share their writing with an audience</li> </ul> <p>This will be a celebration of the persuasive authors and their work. Each classroom may choose to hold the celebration differently. Some ideas include:</p> <ul style="list-style-type: none"> <li>Inviting class buddies in to read student writing</li> <li>Partnering with another grade level classroom</li> <li>Inviting in parents, community members, authors in the classroom to read students writing</li> <li>Share writing via class website or students digital portfolios</li> <li>Send writing out to an audience via apps such as Remind 101, Google Drive, and more</li> </ul> <p>Most importantly, give students the opportunity to share the work they have done and celebrate their learning.</p>	Setting Objectives	<p>D</p> <p>Creativity Communication Critical Thinking Collaboration</p>
<h2>Language/Word Study</h2>				

1	<b>RL.K.1</b> RL.K.3 RL.K.4 RL.K.7 RL.K.9 <b>RL.K.10</b> SL.K.1.b SL.K.2 SL.K.4	<b>Interactive Read Aloud</b> <b>Session 1:</b> <ul style="list-style-type: none"> <li>Choose a picture book that demands being read over and over. The example is <i>Not Norman, A Goldfish Story</i> By Kelly Bennett</li> <li>Introduce book, read the title, author, illustrator, and set students up to wonder about the title</li> <li>Look closely at the pictures</li> <li>Make sure your voice matches the tone of the text</li> <li>Read with expression</li> <li>Ask questions through the story</li> <li>Have a Grand Conversation               <ul style="list-style-type: none"> <li>Look at the person talking</li> <li>Think about what the person says</li> <li>Add on or ask a question</li> </ul> </li> </ul> <b>Session 2:</b> <ul style="list-style-type: none"> <li>Set students up to read with a specific question in mind</li> <li>Continue having a grand discussion with students</li> </ul> <b>Session 3:</b> <ul style="list-style-type: none"> <li>Generate excitement with the students that this book is one that you can read over and over again, because each time you read it you see more and think more</li> <li>Prompt students to attend to Norman's facial expression and to either confirm their previous predictions or to revise them</li> <li>Compare two pictures of Norman and be thinking about the different feelings and what is causing them</li> <li>End the discussion with an invitation to learn from the boy and Norman.</li> </ul>	Setting Objectives  Cooperative Learning       Similarities & Differences	B Communication Collaboration Critical Thinking
1	<b>RL.K.1</b> RL.K.2 RL.K.3 RL.K.4 RL.K.7 RL.K.9 <b>RL.K.10</b> RF.K.2 RF.K.3 <b>RF.K.4</b>	<b>Shared Reading</b> <i>Gossie</i> By Olivier Dunrea lessons include <ul style="list-style-type: none"> <li>Introduce text, reading the title and back blurb to set students up for the gist of the story</li> <li>Read book modeling fluency</li> <li>Make predictions throughout the story</li> <li>Cross-Check Sources of Information (MSV)</li> <li>Word Study</li> <li>Fluency</li> <li>Putting it All Together/Extending Comprehension</li> </ul>	Cues, Questions	B/C Critical Thinking
1	RF.K.2a RF.K.2d RF.K.3 RF.K.3a RF.K.3c	<b>Benchmark Phonics: Unit 7: Holidays and Celebrations</b>	Similarities & Differences  Nonlinguistic Representation	B  Collaboration Critical Thinking



		<table><tr><td></td><td></td><td><b>DAY 1</b></td><td><b>DAY 2</b></td><td><b>DAY 3</b></td><td><b>DAY 4</b></td><td><b>DAY 5</b></td></tr><tr><td rowspan="2"><b>WEEK 1</b></td><td><b>Whole Group</b></td><td><b>Focus Skill: w /w/</b> • Shared Reading: "Mr. Turkey" • Phonological Awareness: Phoneme Isolation • Spelling-Sound Correspondences • Blend Words • High-Frequency Words • Share and Reflect</td><td><b>Focus Skill: w /w/</b> • Shared Reading: "Mr. Turkey" • Phonological Awareness: Phoneme Blending • Blend and Build Words • Introduce -in • Connect Phonics and Writing • Read Connected Text: BLM 4 • Share and Reflect</td><td><b>Focus Skill: w /w/</b> • Phonological Awareness: Distinguish Syllables • Independent Reading: "Summer Fun" • Write Words • High-Frequency Words • Share and Reflect</td><td><b>Focus Skill: w /w/</b> • Reread "Summer Fun" • Write About the Text: Encode • Sort Words With -in • Share and Reflect</td><td><b>Review and Assess Focus Skill: w /w/</b> • Phonological Awareness: Substitute Phonemes • Reread "Summer Fun" and Decodable Lap Book • High-Frequency Words • Write Letters and Words • Spiral Review: d /d/, g /g/, e /e/</td></tr><tr><td><b>Small Group</b></td><td>• Shared Reading: "Mr. Turkey" • Blend Words • Independent Practice/ Partner Work</td><td>• Blend and Build Words • Write Words • Independent Practice/ Partner Work</td><td>• Letter-Sound Correspondences • Independent Reading: "Summer Fun" and Decodable Lap Book • Independent Practice/ Partner Work</td><td></td><td>• Cumulative Assessment</td></tr></table>			<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>WEEK 1</b>	<b>Whole Group</b>	<b>Focus Skill: w /w/</b> • Shared Reading: "Mr. Turkey" • Phonological Awareness: Phoneme Isolation • Spelling-Sound Correspondences • Blend Words • High-Frequency Words • Share and Reflect	<b>Focus Skill: w /w/</b> • Shared Reading: "Mr. Turkey" • Phonological Awareness: Phoneme Blending • Blend and Build Words • Introduce -in • Connect Phonics and Writing • Read Connected Text: BLM 4 • Share and Reflect	<b>Focus Skill: w /w/</b> • Phonological Awareness: Distinguish Syllables • Independent Reading: "Summer Fun" • Write Words • High-Frequency Words • Share and Reflect	<b>Focus Skill: w /w/</b> • Reread "Summer Fun" • Write About the Text: Encode • Sort Words With -in • Share and Reflect	<b>Review and Assess Focus Skill: w /w/</b> • Phonological Awareness: Substitute Phonemes • Reread "Summer Fun" and Decodable Lap Book • High-Frequency Words • Write Letters and Words • Spiral Review: d /d/, g /g/, e /e/	<b>Small Group</b>	• Shared Reading: "Mr. Turkey" • Blend Words • Independent Practice/ Partner Work	• Blend and Build Words • Write Words • Independent Practice/ Partner Work	• Letter-Sound Correspondences • Independent Reading: "Summer Fun" and Decodable Lap Book • Independent Practice/ Partner Work		• Cumulative Assessment	Homework & Practice  Collaboration	
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1	RF.K.3	<b>Sight Word Practice</b>  Students will practice and learn <a href="#">quarterly sight words</a> , to support their reading skills.	Practice	B Critical Thinking																				
2	RF.K.1d L.K.1a	<b>Handwriting</b> Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communication																				
1, 2, 3	L.K.4	<b>Interactive Vocabulary</b>  The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"><li>• Organizers like concept mapping or Frayer model</li><li>• Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li><li>• Similarities and differences looking at similar and different words to the term</li><li>• Nonlinguistic representation</li></ul>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C  Critical Thinking Communication Collaboration																				

## Unit 5: Resources

UNIT RESOURCES
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>• Gr. K: <i>Becoming an Avid Reader</i></li> </ul>

- *Gossie* by Olivier Dunrea
- *Not Norman: A Goldfish Story* by Kelly Bennett
- Photographs of Avid Readers
- Photographs of Blah Readers
- Post-Its
- Poems: 'Mary Had a Little Lamb'
- Link to Venus Flytraps: Jaws of Death YouTube video
- Songs and Lyrics: "I'm a Little Teapot" "The Swing"
- [FHSD Kindergarten Sight Words](#)
- Benchmark Phonics Lessons
- Copy of alphabet chart for each child (from Benchmark Phonics)

Writing:

- *Gr. K Persuasive Writing of All Kinds*
- Chart paper
- Stapled-together blank story booklets (3-4 pieces)

**Student Resources:**

- Variety of Paper choices
- Access to a variety of texts
- Pencils
- Coloring Tools
- Familiar/Independent Reading Books
- Reading Playdate Mat
- Writing Booklets
- Writer's Workshop Folders
- Super Checklist

**Vocabulary:**

**Expression-** conveying emotion or feeling when reading orally. This may include inflections, pacing, and noticing different speakers in dialogue.

**Facts-** something that is true

**Non-fiction-** A text that provides factual information.

**Persuasive-** A nonfiction text intended to convince the reader of the validity of a set of ideas-usually a particular point of view.

**Reason-** a cause, explanation or justification for an action or event

**Rhythm-** The regular or ordered repetition of stressed and unstressed syllables in poetry, other writing, or speech.

**Solutions-**the act of solving a problem, question, etc.

## Unit 6: Growing Expertise in Little Books: Reading for Information & All About Books (FHSD Created)

<b>Content Area:</b> English Language Arts	<b>Course:</b> Kindergarten	<b>UNIT:</b> Growing Expertise in Little Books: Reading for Information & All About Books
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<p><b>Unit Description:</b></p> <p><b>Reading:</b> <i>Growing in Expertise in Little Books: Reading for Information</i> In this unit students will learn to read, think and gain information about the world. This unit emphasizes the importance of learning from books. Students will ponder what their books are about and read closely, searching for new ideas, information and vocabulary. In this unit, readers will think and speak in ways that help them make sense of the familiar and unfamiliar topics they read about in books and to teach others about what they are learning.</p> <p><b>Writing:</b> <i>All About Books</i> In this unit, students will have an opportunity to write about their expertise on a subject. Students will write from their experiences and/ or from shared school experiences. Allow them to find joy in writing to teach about subjects they know a lot about (Pokemon, star wars, etc).</p>	<p><b>Unit Timeline:</b></p> <p><b>Reading:</b> 10-15 days</p> <p><b>Writing:</b> 10-15 days</p>
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DESIRED Results
<p><b><u>Transfer Goal</u> - Students will be able to independently use their learning to.....</b></p> <ul style="list-style-type: none"> <li>actively engage in a variety of text for multiple purposes.</li> <li>effectively write for different purposes and varied audiences.</li> <li>effectively communicate and collaborate with peers and adults.</li> </ul>

### **Understandings – Students will understand that... (Big Ideas)**

1. Fluent readers use a variety of strategies to construct meaning from text.
2. Effective writers use the writing process to produce writing for a variety of purposes.
3. Effective speakers and listeners participate in collaborative conversations.

<p><b><u>Essential Questions:</u> Students will keep considering...</b></p> <ul style="list-style-type: none"> <li>Which strategies do we use to figure out words?</li> <li>What can we do to help us understand what we are reading?</li> </ul>
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- What does fluent reading sound like?
- Why do we write?
- Who do we write for?
- What do good writers do?
- What is a conversation?
- What does a good speaker do?
- What does a good listener look like?

Standard	Students will know.....	Students will understand....	Students Will Be Able to.....
RL.K.1	<ul style="list-style-type: none"> <li>• A question is something you ask to gain information or clarify understanding</li> <li>• Questions should be on topic and relevant to the discussion or text</li> <li>• A key detail supports what the story is mostly about</li> </ul>	<ul style="list-style-type: none"> <li>• Readers ask questions while you are reading</li> <li>• Readers answer questions about a text</li> <li>• Asking and answering questions helps us better understand what we are reading</li> </ul>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
RL.K.3	<ul style="list-style-type: none"> <li>• A character is a person/animal in a story</li> <li>• A setting is where a story takes place</li> <li>• A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Stories will have character(s).</li> <li>• Stories will have a setting(s).</li> <li>• Stories will have at least one major event.</li> </ul>	With prompting and support, identify characters, setting, and major events in a story.
RL.K.4	<ul style="list-style-type: none"> <li>• A text tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Words have meaning.</li> </ul>	Ask and answer questions about unknown words in a text.
RL.K.7	<ul style="list-style-type: none"> <li>• Pictures can tell a story</li> <li>• Words can tell a story</li> <li>• Words and illustrations can work together</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations convey key details about the story</li> <li>• Illustrations support the meaning of the text</li> <li>• Illustrations enhance the meaning of a text</li> </ul>	With prompting and support, describe the relationship between illustration and the story in which they appear (e.g., what moments in a story an illustration depicts).
RL.K.9	<ul style="list-style-type: none"> <li>• The elements of a story (character, setting, problem, solution)</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences within a text</li> </ul>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	<ul style="list-style-type: none"> <li>• How to read and understand a text independently</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letters have sounds</li> <li>• Letters make words</li> <li>• Words make sentences</li> <li>• Sentences tell a story</li> </ul>	<b>Actively engage in a group reading activities with purpose and understanding.</b>

RI.K.1	<ul style="list-style-type: none"> <li>• A question is something you ask to gain information or clarify understanding</li> <li>• Questions should be on topic and relevant to the discussion or text</li> <li>• A key detail supports the main topic of a story</li> </ul>	<ul style="list-style-type: none"> <li>• Readers ask questions about reading</li> <li>• Readers answer questions to confirm understanding of reading</li> </ul>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
RI.K.2	<ul style="list-style-type: none"> <li>• The main topic of a book is what it's mostly about</li> <li>• A key detail supports the main topic</li> </ul>	<ul style="list-style-type: none"> <li>• Main topic can be found by attending to the title, pictures and cover of informational text</li> <li>• Key details are often repeated, bolded in headings and supported by the pictures</li> </ul>	With prompting and support, identify the main topic and retell key details of a text.
RI.K.4	<ul style="list-style-type: none"> <li>• Text gives information</li> </ul>	<ul style="list-style-type: none"> <li>• Words have meaning</li> </ul>	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7	<ul style="list-style-type: none"> <li>• Pictures give information</li> <li>• Words can give information</li> <li>• Words and illustrations can work together</li> </ul>	<ul style="list-style-type: none"> <li>• The words and pictures provide more information when they are combined.</li> </ul>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9	<ul style="list-style-type: none"> <li>• Identifying the topic of a text</li> <li>• Identifying the title of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences within a text</li> <li>• The text provides information on the topic</li> </ul>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).
RI.K.10	<ul style="list-style-type: none"> <li>• Apply knowledge of phonics to text</li> <li>• Gather information from the text</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letters have sounds</li> <li>• Letters make words</li> <li>• Words make sentences</li> <li>• Words and pictures provide information</li> </ul>	<b>Actively engage in group reading activities with purpose and understanding.</b>
RF.K.1b	<ul style="list-style-type: none"> <li>• A letter represents a sound</li> <li>• Letters strung together in a sequence make words</li> </ul>	<ul style="list-style-type: none"> <li>• Specific letter sequence make words</li> <li>• Words carry most of meaning</li> <li>• Spoken words can be written</li> </ul>	Recognize that spoken words are represented in written language by specific sequence of letters.
RF.K.c	<ul style="list-style-type: none"> <li>• A space is blank between words</li> </ul>	<ul style="list-style-type: none"> <li>• Spaces separate words to make reading easier</li> </ul>	Understand that words are separated by spaces in print
RF.K.1d	<ul style="list-style-type: none"> <li>• A letter represents a sound</li> <li>• Name of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between upper-and lower case letters</li> <li>• Purpose for upper-and lower case letters</li> </ul>	Recognize and name all upper-and lowercase letters of the alphabet.
RF.K.2a	<ul style="list-style-type: none"> <li>• Rhyming words end with the same sound (ex. Slam/jam, night/kite).</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyming words end with the same sound</li> </ul>	Recognize and produce rhyming words.

RF.K.2b	<ul style="list-style-type: none"> <li>Syllables are units of a spoken word and where words are naturally divided.</li> <li>Blending is putting individual sounds together.</li> </ul>	<ul style="list-style-type: none"> <li>Sounds must be spoken in their proper sequence.</li> </ul>	Count, pronounce, blend, and segment syllables in broken words.
RF.K.2c	<ul style="list-style-type: none"> <li>Syllables are units of a spoken word and where words are naturally divided.</li> <li>Blending is putting individual sounds together.</li> <li>An onset is the initial consonant or consonant blend (in a single syllable word) before the vowel.</li> <li>A rime is the vowel and any consonant that follows the onset.</li> </ul>	<ul style="list-style-type: none"> <li>Words can be broken into parts</li> </ul>	Blend and segment onsets and rimes of single-syllables in spoken words.
RF.K.2d	<ul style="list-style-type: none"> <li>The beginning is where something starts</li> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> <li>Blending is putting individual sounds together</li> <li>Segmenting is taking a word and breaking it apart into syllables or individual sounds</li> </ul>	<ul style="list-style-type: none"> <li>Words can be broken into parts.</li> <li>Combining individual sounds together to make a word.</li> <li>Words can be broken apart by individual sounds.</li> </ul>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
RF.K.2e	<ul style="list-style-type: none"> <li>Letters can be manipulated to create new words</li> </ul>	<ul style="list-style-type: none"> <li>Changing one sound in a word changes the word.</li> <li>Words can be broken into parts.</li> </ul>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	<ul style="list-style-type: none"> <li>Sight words or high-frequency words are words we need to know automatically</li> </ul>	<ul style="list-style-type: none"> <li>Some words are not able to be decoded</li> <li>There are a group of words that have to be known by sight.</li> </ul>	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	<ul style="list-style-type: none"> <li>A letter represents a sound</li> </ul>	<ul style="list-style-type: none"> <li>Each letter is unique</li> </ul>	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
RF.K.3b	<ul style="list-style-type: none"> <li>Long vowels</li> <li>Short vowels</li> </ul>	<ul style="list-style-type: none"> <li>A letter or letters represent or spell a sound in a word.</li> </ul>	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3c	<ul style="list-style-type: none"> <li><a href="#">FHSD Kindergarten Sight Words</a></li> </ul>	<ul style="list-style-type: none"> <li>Sight words help me become a reader</li> </ul>	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
RF.K.3d	<ul style="list-style-type: none"> <li>A letter represents a sound</li> <li>Vowels are phonemes that are <i>voiced</i> and <i>open</i>. Vowels are the heart of every syllable; every syllable must have a vowel.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the knowledge of letter-sound relationships</li> </ul>	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

<b>RF.K.4</b>	<ul style="list-style-type: none"> <li>• Concepts of Print</li> <li>• Sight words or high-frequency words are words we need to know automatically</li> <li>• A letter represents a sound</li> <li>• Sounds</li> <li>• Reading Strategies are intentional, deliberate actions a reader takes to accomplish a task or skill</li> <li>• Fluency is to read with sufficient speed to support understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Readers read for a variety of purposes.</li> <li>• Reading fluently helps me understand the story</li> <li>• Reading strategies help me understand what I am reading</li> </ul>	<b>Read emergent-reader text with purpose and understanding.</b>
W.K.2	<ul style="list-style-type: none"> <li>• Informative texts informs and explanatory texts explains</li> <li>• Informative/explanatory texts can be told, written, or drawn</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering questions help us research a topic.</li> </ul>	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.
W.K.5	<ul style="list-style-type: none"> <li>• Good listeners look at the speaker and listen</li> <li>• That constructive feedback can be helpful from a peer.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback helps us improve our writing</li> <li>• Feedback gives a different viewpoint</li> </ul>	With guidance and support from adults, respond to questions and suggestions from peers and add details.
SL.K.1	<ul style="list-style-type: none"> <li>• Classroom expectations for discussion</li> <li>• Kindergarten vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the purpose of having is a conversation is two ways; talking and listening</li> <li>• Understand turn taking (collaborative conversations)</li> </ul>	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.1b	<ul style="list-style-type: none"> <li>• Taking turns</li> <li>• Active listening</li> <li>• Responding to someone</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the topic and the texts discussed</li> <li>• Value in listening to others and sharing your thoughts</li> <li>• Other opinions are valued</li> </ul>	Continue a conversation through multiple exchanges.
SL.K.2	<ul style="list-style-type: none"> <li>• Key ideas and details are parts of a text that support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>• How to ask a questions for understanding</li> <li>• How to answer questions</li> <li>• The difference between a statement and a question</li> </ul>	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.
<b>SL.K.4</b>	<ul style="list-style-type: none"> <li>• Know people, places, things, and events that are familiar</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of ways can describe people, places, things, and events</li> </ul>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</b>
SL.K.5	<ul style="list-style-type: none"> <li>• Pictures and drawings help my audience understand my presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Visual displays will support presentations</li> </ul>	Add drawings or other visual displays to descriptions as desired to provide additional detail.

L.K.1	<ul style="list-style-type: none"> <li>• Uppercase letters</li> <li>• Lowercase letters</li> <li>• Nouns are words that name persons, places, things, animals, or abstract ideas</li> <li>• Verbs are words that name actions or states of being</li> <li>• Plural nouns are more than one person, place, thing, animal, or abstract idea</li> <li>• Question words: who, what, where, when, how, why</li> <li>• Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence</li> <li>• A complete sentence completes a thought or idea. It can be a statement, question, command, or wish.</li> </ul>	<ul style="list-style-type: none"> <li>• The correct formation of upper- and lowercase letters.</li> <li>• When and how to use nouns and verbs.</li> <li>• By adding /s/ or /es/ a noun becomes plural.</li> <li>• When and how to use question words appropriately.</li> <li>• When to use prepositions appropriately.</li> <li>• How to use a complete sentence when writing or speaking.</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1a	<ul style="list-style-type: none"> <li>• Uppercase letters</li> <li>• Lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>• The correct formation of upper- and lowercase letters.</li> </ul>	Print many upper-and lowercase letters
L.K.1b	<ul style="list-style-type: none"> <li>• Nouns are words that name persons, places, things, animals, or abstract ideas</li> <li>• Verbs are words that name actions or states of being</li> </ul>	<ul style="list-style-type: none"> <li>• Complete sentences have at least a noun and a verb</li> </ul>	Use frequently occurring nouns and verbs
L.K.1c	<ul style="list-style-type: none"> <li>• Plural nouns are more than one person, place, thing, animal, or abstract idea</li> </ul>	<ul style="list-style-type: none"> <li>• By adding /s/ or /es/ a noun becomes plural.</li> </ul>	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes)
L.K.1d	<ul style="list-style-type: none"> <li>• Question words: who, what, where, when, how, why</li> </ul>	<ul style="list-style-type: none"> <li>• When and how to use question words appropriately</li> <li>• Asking questions helps us gain information</li> </ul>	Understand and use question words (interrogatives) (e.g., who what, where, when, why, how)
L.K.1e	<ul style="list-style-type: none"> <li>• What the preposition words mean (e.g., to, from, in, out, on, off, for, of, by, with)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions are words that link nouns, pronouns, and phrases to other words in a sentence</li> </ul>	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
L.K.1f	<ul style="list-style-type: none"> <li>• A complete sentence completes a thought or idea. It can be a statement, question, command, or wish.</li> <li>• To expand a sentence you add details to a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are a form of communication</li> <li>• Sentences convey a thought or idea</li> </ul>	Produce and expand complete sentences in shared language activities.
L.K.2	<ul style="list-style-type: none"> <li>• Capital and lower-case letters</li> <li>• A sentence ends with punctuation (e.g., period, question mark, exclamation point)</li> <li>• Letter sounds for letters in the alphabet</li> <li>• Letters sounds together make words</li> </ul>	<ul style="list-style-type: none"> <li>• First word of a sentence begins with a capital letter</li> <li>• Different types of punctuation for different types of sentences</li> <li>• Letters represent sounds</li> </ul>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>



	<ul style="list-style-type: none"> <li>Pronoun I is capitalized</li> </ul>	<ul style="list-style-type: none"> <li>Writers use letters to represent sounds when spelling words</li> </ul>	
<b>L.K.2b</b>	<ul style="list-style-type: none"> <li>A sentence ends with punctuation (e.g., period, question mark, exclamation point)</li> </ul>	<ul style="list-style-type: none"> <li>Ending punctuation tells us the thought or idea is complete</li> </ul>	<b>Recognize and name end punctuation</b>
L.K.4	<ul style="list-style-type: none"> <li>Know words have meaning</li> <li>Words can have more than one meaning</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the context of the how the word is used, depends on the meaning of the word</li> <li>Awareness to look for the differences while reading</li> </ul>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>kindergarten reading and content</i> .
L.K.4a	<ul style="list-style-type: none"> <li>Words have more than one meaning</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the context of the how the word is used, depends on the meaning of the word</li> </ul>	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)
L.K.5c	<ul style="list-style-type: none"> <li>Identify words and their meanings</li> </ul>	<ul style="list-style-type: none"> <li>Words have relationships in different contexts</li> </ul>	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6	<ul style="list-style-type: none"> <li>Domain specific vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Using words and phrases acquired through conversations and reading validates understanding of texts and can improve writing</li> </ul>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Unit 6: Assessment

### EVIDENCE of LEARNING

Understanding	Standards	Unit Performance Assessment:	R/R Quadrant 21 Century																								
1	<b>RL.K.10</b> <b>RI.K.10</b>	<p><b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&amp;P reading level.</p> <p><b>Mastery Levels:</b></p> <table border="1"> <thead> <tr> <th colspan="4">Kindergarten Reading Level Expectations</th> </tr> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td><td>A</td><td>AA</td><td>No Concepts of Print</td></tr> <tr> <td>2<sup>nd</sup> Quarter</td><td>B</td><td>A</td><td>AA</td></tr> <tr> <td>3<sup>rd</sup> Quarter</td><td>C</td><td>B</td><td>A</td></tr> <tr> <td>4<sup>th</sup> Quarter</td><td>D</td><td>C</td><td>B</td></tr> </tbody> </table>	Kindergarten Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	A	AA	No Concepts of Print	2 <sup>nd</sup> Quarter	B	A	AA	3 <sup>rd</sup> Quarter	C	B	A	4 <sup>th</sup> Quarter	D	C	B	C Critical Thinking Communication
Kindergarten Reading Level Expectations																											
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations																								
1 <sup>st</sup> Quarter	A	AA	No Concepts of Print																								
2 <sup>nd</sup> Quarter	B	A	AA																								
3 <sup>rd</sup> Quarter	C	B	A																								
4 <sup>th</sup> Quarter	D	C	B																								

## SAMPLE LEARNING PLAN

# Reader's Workshop

## Growing Expertise in Little Books: Reading for Information (FHSD Created)

[illegible]









1	SL.K.6	<b>6.Celebration</b> <b>Objectives:</b> Students will: <ul style="list-style-type: none"> <li>• Know how to identify a main idea and key details.</li> <li>• Understand that you can learn information from the main idea and key details in a books.</li> <li>• Be able to teach what a book is about and some key details.</li> </ul> <p>During this celebration, the children will make public all they have learned from their books. Each child will hold his or her book and teach what it is all about and some key details. For example they may say, "This book is all about rain, and one important thing to know about rain is that it can make puddles that birds can drink from!"</p> <p>Children can then write the bit of information they report on during the celebration, you can clip it to the book and put it on display outside the classroom for all to learn! If you would like to incorporate technology, you can record the child saying their information using a recording apps(examples are Chatter Pix, SeeSaw, Educreation, etc)</p>	Setting Objectives	C  Critical Thinking Creativity Collaboration Communication
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## Writer's Workshop

### All About Books (FHSD Created)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2,3	W.K.2 W.K.5 SL.K.1 SL.K.4 SL.K.5	<b>1. Lesson 1 Bend 1, "Writing All-About Books on Topics We Love"</b> <b>Objectives:</b> Students will: <ul style="list-style-type: none"> <li>• Know vocabulary words <i>fact</i> and <i>nonfiction</i></li> <li>• Understand the purpose of "All-About Books"</li> <li>• Be able to organize information about one topic <ul style="list-style-type: none"> <li>a. <b>Connection:</b> The teacher will help students choose topics based on areas of personal expertise.</li> <li>b. <b>Teaching:</b> The teacher will model how to generate ideas by using a "Tiny Topics" notepad.</li> <li>c. <b>Active Engagement:</b> The teacher will <ul style="list-style-type: none"> <li>i. Ask the students to meet with their partners to teach each other about their topics of choice</li> <li>ii. This verbal rehearsal will provide students with the opportunity to see if they have enough information to write a book on the topic</li> </ul> </li> <li>d. <b>Link:</b> The teacher will read Trucks! By Wil Mara and discuss parts of nonfiction writing.</li> </ul> </li> </ul>	Setting Objective  Cooperative Learning	B  Creativity Collaboration Communication

		<p>e. <b>Mid Workshop Teaching Point:</b> The teacher will demonstrate how you plan out an information book by sketching just one important thing about the topic on each page of a booklet.</p> <p>f. <b>Share:</b> The teacher will continue to provide mentor text sample</p> <p><a href="#">Appendix Documents</a></p>		
2,3	W.K.2 W.K.5 SL.K.1 <b>SL.K.4</b> SL.K.5	<p><b>2. Lesson 2 Bend 2, “Revise by Elaborating--and then begin Writing Longer Books, Right from the Start”</b></p> <p><b>Part 1</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know writers make revisions to elaborate</li> <li>• Understand writers reread their writing to make revision</li> <li>• Be able to add more to their writing through words and pictures</li> </ul> <p>a. <b>Connection:</b> The teacher will point out that students are writing books like real authors and authors write more than one sentence to share what they know.</p> <p>b. <b>Teaching:</b> The teacher will model how to add details to a picture and then elaborate writing to match the new details in the picture. When we elaborate we write like real authors</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Have students share their writing with a partner.</li> <li>ii. Partners will ask questions and/or give suggestions for adding details to pictures.</li> </ul> <p>d. <b>Link:</b> The teacher will have students add details to their pictures and then write more to match the new details in the picture.</p> <p>e. <b>Mid Workshop Teaching Point:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Remind students they are elaborating to give the reader more information on their topic.</li> <li>ii. Have student share one revised page with their partners</li> </ul> <p>f. <b>Share:</b> The teacher will have students share a revised page with a small group/classmate</p>	Setting Objective  Cues, Questions  Cooperative Learning	B  Creativity Collaboration



2,3	W.K.2 W.K.5 SL.K.1 <b>SL.K.4</b> SL.K.5	<p><b>3. Bend 2, “Revise by Elaborating--and then begin Writing Longer Books, Right from the Start”</b></p> <p><b>Part 2</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know Writers make revisions to elaborate</li> <li>• Understand Writer's ask questions to revise their work</li> <li>• Be able to elaborate by asking and answering questions about their writing</li> </ul> <p>a. <b>Connection:</b> The teacher will point out that students are writing books like real authors and authors write more than one sentence to share what they know. When we begin new books we want to remember to elaborate to teach more.</p> <p>b. <b>Teaching:</b> The teacher will demonstrate to students how to read a page of an All About book and ask questions EX; “Can I add an example?” through their own exemplar piece. Then add more to the page to answer the question.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Have students reread their own All About book and ask questions to start making revisions through pictures and words.</li> <li>ii. Students will meet with partners, hear the partners questions and elaborate their writing to answer these questions</li> </ul> <p>d. <b>Link:</b> The teacher will have students revise their work, elaborating to teach more based on the questions they/partner have asked.</p> <p>e. <b>Mid Workshop Teaching Point:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Remind students we elaborate to teach more.</li> <li>ii. Students will share a revised page with their partner.</li> </ul> <p>f. <b>Share:</b> The teacher will have students share a revised page with a small group/classmate.</p>	<p>Setting Objectives</p> <p>Cues, Questions</p> <p>Cooperative Learning</p>	<p>B</p> <p>Creativity Collaboration Communication</p>
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2	W.K.2 W.K.5 SL.K.1 <b>SL.K.4</b> SL.K.5	<p><b>4. Bend 3, “Revising to Add Text Features--Then Writing More Developed Books From the Start”</b></p> <p><b>Part 1</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know definitions and examples of different text features</li> <li>• Understand that text features enhance meaning in writing</li> <li>• Be able to add text features to books they have already made</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Using mentor texts, model how text features are used in a book. These can include diagrams, charts, glossaries, labeled pictures, and captions.</li> <li>Show how a “Fun Fact” or “Question and Answer” page can be used in a text</li> </ol> <p>b. <b>Teaching:</b> The teacher will: teach students to add text features with purpose, using text features as a way to strengthen writing skills.</p> <p>c. <b>Active Engagement:</b> The teacher will: encourage students to revise the books they have already made as well as to make new ones that include text features right from the start</p> <p>d. <b>Link:</b> The teacher will encourage students to try writing a new how-to book or continue to improve upon the books they have already started and include text features from the start.</p> <p>e. <b>Mid Workshop Teaching Point:</b> The teacher will help students create a chart listing some of the elaboration techniques that you have taught throughout the bend.</p> <p>f. <b>Share:</b> The teacher will ask students to share with a partner one or two text features they plan on using or have used in their book.</p>	Setting Objectives  Cues, Questions, Advance Organizers	B  Communication  Critical Thinking
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2, 3	W.K.2 W.K.5	<p><b>5. Bend 3, “Revising to Add Text Features--Then Writing More Developed Books From the Start”</b></p> <p><b>Part 2</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know a variety of text features</li> <li>• Understand that using text features add to meaning</li> <li>• Be able to use text features in written texts</li> </ul> <p>a. <b>Connection:</b> The teacher will: remind students that authors revise to make their writing more interesting. Adding text features will be more appealing to the reader.</p> <p>b. <b>Teaching:</b> The teacher will expose students to a variety of crafting techniques that will help them teach readers all about their topics.</p> <p>c. <b>Active Engagement:</b> The teacher will: remind students that their main goal in writing all-about books is to teach their readers all about their areas of expertise.</p> <p>d. <b>Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>After reading an “All About Book” students and teacher will generate a chart with text features they noticed.</li> <li>Students will choose an all-about book that they have written and decide where text features could be added.</li> </ol> <p>e. <b>Mid Workshop Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Teach writers how to add an introduction to their information books as well as a conclusion.</li> <li>Model how a writer often writes a big feeling or thought to leave with their reader so they will remember all they learned when they read the book.</li> </ol> <p>f. <b>Share:</b> The teacher will ask students to share with a partner a text feature from their “All About” book.</p>	<p>Setting Objectives</p> <p>Advance Organizers</p> <p>Cooperative Learning</p>	<p>B</p> <p>Critical Thinking Creativity Collaboration Communication</p>
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2,3	W.K.2 W.K.5 SL.K.1 <b>SL.K.4</b> SL.K.5 L.K.1 <b>L.K.2</b>	<b>6. Lesson 6, Bend 4 “One Final Grand Revision to Prepare for a Publishing Party”</b>  <b>Objectives:</b> Students will: <ul style="list-style-type: none"> <li>• Know what writing conventions are.</li> <li>• Understand the purpose of informational writing.</li> <li>• Be able to use a writer’s checklist to edit.</li> </ul> <p>a. <b>Connection:</b> The teacher will guide students to editing their chosen all-about book, using the elaboration strategies you have taught throughout the unit as well as in past units of study.</p> <p>b. <b>Teaching:</b> The teacher will remind students of the many strategies learned so far for revising. Teachers may want to refer to charts created from previous Bends.</p> <p>c. <b>Active Engagement:</b></p> <ol style="list-style-type: none"> <li>The teacher will teach students how to edit their books, rereading their writing multiple times, checking for one convention at a time.</li> <li>The teacher will pull small groups and guide them through the editing process of rereading their own writing once for uppercase/lowercase, again for word wall words, and once again for end punctuation. Students not working with the teacher will implement the editing process independently, using familiar resources to guide them</li> </ol> <p>d. <b>Link:</b> Partners read each other’s books and write back-cover blurbs for each other, much as real authors do. One writing partner might read his partner’s book about turtles and then write, “Read Eric’s book and learn about pet turtles!-Max, age 5.”</p> <p>e. <b>Mid Workshop Teaching Point:</b> The teacher will remind students to use Information Writing Checklist to guide editing.</p> <p>f. <b>Share:</b> The teacher will invite visitors to a Share Fair. Students will be expected to answer questions about their topic/writing.</p> <p>g. <b>Appendix Documents:</b></p> <ol style="list-style-type: none"> <li>Information writing checklist</li> </ol>	Setting Objectives  Cues & Questions  Advance Organizer  Reinforcing Effort & Providing Recognition  Cooperative Learning	C  Critical Thinking Communication Collaboration
<b>Language/Word Study</b>				
1	RL.K.1 RL.K.3 RL.K.4 RL.K.7 RL.K.9 <b>RL.K.10</b> <b>SL.K.1</b> <b>SL.K.1.b</b>	<b>Interactive Read Aloud</b> <b>Session 1:</b> <ul style="list-style-type: none"> <li>• Choose a picture book that demands being read over and over.</li> <li>• Introduce book, read the title, author, illustrator, and set students up to wonder about the title</li> <li>• Look closely at the pictures</li> <li>• Make sure your voice matches the tone of the text</li> <li>• Read with expression</li> </ul>	Setting Objectives  Cooperative Learning	B Communication Collaboration Critical Thinking

	SL.K.2 SL.K.4	<ul style="list-style-type: none"> <li>• Ask questions through the story</li> <li>• Have a Grand Conversation <ul style="list-style-type: none"> <li>○ Look at the person talking</li> <li>○ Think about what the person says</li> <li>○ Add on or ask a question</li> </ul> </li> </ul> <p><b>Session 2:</b></p> <ul style="list-style-type: none"> <li>• Set students up to read with a specific question in mind</li> <li>• Continue having a grand discussion with students</li> </ul> <p><b>Session 3:</b></p> <ul style="list-style-type: none"> <li>• Generate excitement with the students that this book is one that you can read over and over again, because each time you read it you see more and think more</li> <li>• Depending on the book students could compare and contrast: characters, setting, problem, solution</li> </ul>	Similarities & Differences	
1	<b>RL.K.1</b> RL.K.2 RL.K.3 RL.K.7 RF.K.1 RF.K.1a RF.K.1c RF.K.2 RF.K.3 <b>RF.K.4</b> L.K.1 L.K.1a L.K.1b L.K.1c L.K.1d L.K.1e L.K.1f	<p><b>Shared Reading</b></p> <p>Teacher choice of text some lessons could include:</p> <ul style="list-style-type: none"> <li>• Book introduction</li> <li>• Picture walk</li> <li>• Consider opportunities to build vocabulary</li> <li>• Reread with a focus</li> <li>• Pattern Read</li> <li>• Turn and talk about text with a partner</li> <li>• Word Study</li> <li>• Concepts of Print</li> <li>• Talk about upper/lowercase letters</li> <li>• Notice regular/plural nouns</li> <li>• Understand and use question words</li> <li>• Point out prepositions (e.g., to, from, in out, on, off, for, of, by, with)</li> </ul>	Advance Organizer  Cues, Questions	A Critical Thinking
1	RF.K.3	<p><b>Sight Word Practice</b></p> <p>Students will practice and learn <a href="#">quarterly sight words</a>, to support their reading skills.</p>	Practice	B Critical Thinking

1	RF.K.2a RF.K.2d RF.K.3 RF.K.3a RF.K.3c	<b>Benchmark Phonics: Unit 8: Weather and Seasons &amp; Unit 9: Meeting Our Needs and Wants</b>  	Similarities & Differences  Nonlinguistic Representation  Homework & Practice  Collaboration	B  Collaboration Critical Thinking
2	RF.K.1d L.K.1a	<b>Handwriting</b> Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communication
1, 2, 3	L.K.4	<b>Interactive Vocabulary</b>  The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"> <li>• Organizers like concept mapping or Frayer model</li> <li>• Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li> <li>• Similarities and differences looking at similar and different words to the term</li> <li>• Nonlinguistic representation</li> </ul>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C  Critical Thinking Communication Collaboration

## Unit 6: Resources

UNIT RESOURCES	
<b>Teacher Resources:</b> <a href="#">Reading: Growing Expertise in Little Books: Reading for Information</a> <ul style="list-style-type: none"> <li>• Mentor Text</li> </ul>	

- Nonfiction text about what they are reading
- Chart paper
- Marker
- Individual paper
- Writing utensil
- Examples of environmental print examples of pictures/words from text
- Non-fiction two books on same topic
- Post-its
- [FHSD Kindergarten Sight Words](#)
- Benchmark Phonics Lessons
- Copy of alphabet chart for each child (from Benchmark Phonics)

**Writing: All About Books**

- Word wall
- Notepad
- All about book example
- Mentor Text with text features
- Chart Paper
- *Trucks* by Will Mara

**Student Resources:**

- Independent Reading Books
- Post-its
- Writer's Workshop Folders
- Writing booklets or a variety of paper choices
- Access to a variety of books
- Paper
- Pens

**Vocabulary:**

**All-About Books** - text that provides facts in a way that is educational and purposeful

**Elaborate-** to add details in writing or speaking to provide more information

**Expert words-**

**Information-** facts provided or learned about something or someone

**Revision-**

**Text Features** - components of a story or article that do not include the main body of the text (e.g, bold print, captions, sidebars, labels, etc)

## Unit 7: Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books & Crafting Stories Using All We Know About Narrative Writing

<b>Content Area:</b> English Language Arts	<b>Course:</b> Kindergarten	<b>UNIT:</b> Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books & Crafting Stories Using All We Know About Narrative Writing
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<p><b>Unit Description:</b></p> <p><b>Reading:</b> The Readers Are Resourceful unit, sets out to reinforce students' problem solving and persistence while reading fiction, nonfiction, and poetry. Readers are now reading more challenging texts. Reading strategies that they have used all year long will be applied to solve hard words and to comprehend their books.</p> <p><b>Writing:</b> This writing unit will focus on true story writing and explore ways to write and revise longer pieces. Writers will compose pieces that are easy to read, and more conventional. Writers will study the craft of a favorite author to help themselves discover ways to craft their writing to make it more exciting and write with increased volume. Writers will compose fictional pieces and invent new stories and create characters. They will be writing with the audience of future Kindergarten readers in mind.</p>	<p><b>Unit Timeline:</b></p> <p><b>Reading:</b> 10-15 days</p> <p><b>Writing:</b> 10-15 days</p>
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DESIRED Results
<p><b>Transfer Goal - Students will be able to independently use their learning to.....</b></p> <ul style="list-style-type: none"> <li>• actively engage in a variety of text for multiple purposes.</li> <li>• effectively write for different purposes and varied audiences.</li> <li>• effectively communicate and collaborate with peers and adults.</li> </ul>

### Understandings – Students will understand that... (Big Ideas)

1. Fluent readers use a variety of strategies to construct meaning from text.
2. Effective writers use the writing process to produce writing for a variety of purposes.



3. Effective speakers and listeners participate in collaborative conversations.

**Essential Questions: Students will keep considering...**

- Which strategies do we use to figure out words?
- What can we do to help us understand what we are reading?
- What does fluent reading sound like?
- Why do we write?
- Who do we write for?
- What do good writers do?
- What is a conversation?
- What does a good speaker do?
- What does a good listener look like?

Standard	Students will know.....	Students will understand....	Students Will Be Able to.....
RL.K.1	<ul style="list-style-type: none"> <li>• A question is something you ask to gain information or clarify understanding</li> <li>• Questions should be on topic and relevant to the discussion or text</li> <li>• A key detail supports what the story is mostly about</li> </ul>	<ul style="list-style-type: none"> <li>• Readers ask questions while you are reading</li> <li>• Readers answer questions about a text</li> <li>• Asking and answering questions helps us better understand what we are reading</li> </ul>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
RL.K.2	<ul style="list-style-type: none"> <li>• Retelling a story includes talking about the beginning, middle, and end, also the characters and setting.</li> <li>• Events happen in a sequential or chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• Readers understand that there are key details and some are more important than others.</li> <li>• Stories have beginning, middle, and end.</li> </ul>	With prompting and support, retell familiar stories, including key details.
RL.K.3	<ul style="list-style-type: none"> <li>• A character is a person/animal in a story</li> <li>• A setting is where a story takes place</li> <li>• A major event is the most important event in a story, typically related to how the main character resolves a problem or handles a challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Stories will have character(s).</li> <li>• Stories will have a setting(s).</li> <li>• Stories will have at least one major event.</li> </ul>	With prompting and support, identify characters, setting, and major events in a story.
RL.K.4	<ul style="list-style-type: none"> <li>• A text tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Words have meaning.</li> </ul>	Ask and answer questions about unknown words in a text.
RL.K.7	<ul style="list-style-type: none"> <li>• Pictures can tell a story</li> <li>• Words can tell a story</li> <li>• Words and illustrations can work together</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations convey key details about the story</li> <li>• Illustrations support the meaning of the text</li> </ul>	With prompting and support, describe the relationship between illustration and the story in which they appear (e.g., what moments in a story an illustration depicts).

		<ul style="list-style-type: none"> <li>• Illustrations enhance the meaning of a text</li> </ul>	
RL.K.9	<ul style="list-style-type: none"> <li>• The elements of a story (character, setting, problem, solution)</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences within a text</li> </ul>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>RL.K.10</b>	<ul style="list-style-type: none"> <li>• How to read and understand a text independently</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letters have sounds</li> <li>• Letters make words</li> <li>• Words make sentences</li> <li>• Sentences tell a story</li> </ul>	<b>Actively engage in a group reading activities with purpose and understanding.</b>
<b>RI.K.10</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of phonics to text</li> <li>• Gather information from the text</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letters have sounds</li> <li>• Letters make words</li> <li>• Words make sentences</li> <li>• Words and pictures provide information</li> </ul>	<b>Actively engage in group reading activities with purpose and understanding.</b>
RF.K.1	<ul style="list-style-type: none"> <li>• A letter represents a sound</li> <li>• Letters strung together in a sequence make words</li> <li>• Name of the letters.</li> <li>• The beginning is where something starts</li> <li>• The middle is between the beginning and the end</li> <li>• The end is where something stops</li> <li>• A word is something someone says or writes</li> <li>• A space is blank between words</li> <li>• The location of the top of the page</li> <li>• The location of the bottom of the page</li> <li>• Right side vs left side</li> <li>• Location of the left side of the page</li> </ul>	<ul style="list-style-type: none"> <li>• Understand concept of print</li> <li>• Specific letter sequence make words</li> <li>• Words carry most of meaning</li> <li>• Spoken words can be written</li> <li>• You read from left to right</li> <li>• You read from the top of the page to the bottom</li> <li>• Spaces separate words to make reading easier</li> </ul>	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	<ul style="list-style-type: none"> <li>• The beginning is where something starts</li> <li>• The middle is between the beginning and the end</li> <li>• The end is where something stops</li> <li>• The location of the top of the page</li> <li>• The location of the bottom of the page</li> <li>• Right side vs left side</li> <li>• Location of the left side of the page</li> </ul>	<ul style="list-style-type: none"> <li>• You read from left to right</li> <li>• You read from the top of the page to the bottom</li> </ul>	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	<ul style="list-style-type: none"> <li>• A letter represents a sound</li> <li>• Letters strung together in a sequence make words</li> </ul>	<ul style="list-style-type: none"> <li>• Specific letter sequence make words</li> <li>• Words carry most of meaning</li> <li>• Spoken words can be written</li> </ul>	Recognize that spoken words are represented in written language by specific sequence of letters.

RF.K.c	<ul style="list-style-type: none"> <li>A space is blank between words</li> </ul>	<ul style="list-style-type: none"> <li>Spaces separate words to make reading easier</li> </ul>	Understand that words are separated by spaces in print
RF.K.1d	<ul style="list-style-type: none"> <li>A letter represents a sound</li> <li>Name of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Difference between upper-and lower case letters</li> <li>Purpose for upper-and lower case letters</li> </ul>	Recognize and name all upper-and lowercase letters of the alphabet.
RF.K.2	<ul style="list-style-type: none"> <li>Rhyming words end with the same sound</li> <li>A syllable is a unit of a word that includes at least one vowel</li> <li>Blending is putting individual sounds together</li> <li>Segmenting is taking a word and breaking it apart into syllables or individual sounds</li> <li>An onset is the initial consonant or consonant blend (in a single syllable word) before the vowel</li> <li>A rime is the vowel and any consonants that follow the onset</li> <li>The beginning is where something starts</li> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words make language/text interesting</li> <li>Words can be broken into parts.</li> <li>Combining individual sounds together to make a word.</li> <li>Words can be broken apart by individual sounds.</li> <li>Changing one sound in a word changes the word.</li> </ul>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
RF.K.2a	<ul style="list-style-type: none"> <li>Rhyming words end with the same sound (ex. Slam/jam, night/kite).</li> </ul>	<ul style="list-style-type: none"> <li>Rhyming words end with the same sound</li> </ul>	Recognize and produce rhyming words.
RF.K.2b	<ul style="list-style-type: none"> <li>Syllables are units of a spoken word and where words are naturally divided.</li> <li>Blending is putting individual sounds together.</li> </ul>	<ul style="list-style-type: none"> <li>Sounds must be spoken in their proper sequence.</li> </ul>	Count, pronounce, blend, and segment syllables in broken words.
RF.K.2c	<ul style="list-style-type: none"> <li>Syllables are units of a spoken word and where words are naturally divided.</li> <li>Blending is putting individual sounds together.</li> <li>An onset is the initial consonant or consonant blend (in a single syllable word) before the vowel.</li> <li>A rime is the vowel and any consonant that follows the onset.</li> </ul>	<ul style="list-style-type: none"> <li>Words can be broken into parts</li> </ul>	Blend and segment onsets and rimes of single-syllables in spoken words.
RF.K.2d	<ul style="list-style-type: none"> <li>The beginning is where something starts</li> <li>The middle is between the beginning and the end</li> <li>The end is where something stops</li> <li>Blending is putting individual sounds together</li> <li>Segmenting is taking a word and breaking it apart into syllables or individual sounds</li> </ul>	<ul style="list-style-type: none"> <li>Words can be broken into parts.</li> <li>Combining individual sounds together to make a word.</li> <li>Words can be broken apart by individual sounds.</li> </ul>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.2e	<ul style="list-style-type: none"> <li>Letters can be manipulated to create new words</li> </ul>	<ul style="list-style-type: none"> <li>Changing one sound in a word changes the word.</li> <li>Words can be broken into parts.</li> </ul>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	<ul style="list-style-type: none"> <li>Sight words or high-frequency words are words we need to know automatically</li> </ul>	<ul style="list-style-type: none"> <li>Some words are not able to be decoded</li> <li>There are a group of words that have to be known by sight.</li> </ul>	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	<ul style="list-style-type: none"> <li>A letter represents a sound</li> </ul>	<ul style="list-style-type: none"> <li>Each letter is unique</li> </ul>	Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
RF.K.3b	<ul style="list-style-type: none"> <li>Long vowels</li> <li>Short vowels</li> </ul>	<ul style="list-style-type: none"> <li>A letter or letters represent or spell a sound in a word.</li> </ul>	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3c	<ul style="list-style-type: none"> <li><a href="#">FHSD Kindergarten Sight Words</a></li> </ul>	<ul style="list-style-type: none"> <li>Sight words help me become a reader</li> </ul>	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
RF.K.3d	<ul style="list-style-type: none"> <li>A letter represents a sound</li> <li>Vowels are phonemes that are <i>voiced</i> and <i>open</i>. Vowels are the heart of every syllable; every syllable must have a vowel.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the knowledge of letter-sound relationships</li> </ul>	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<b>RF.K.4</b>	<ul style="list-style-type: none"> <li>Concepts of Print</li> <li>Sight words or high-frequency words are words we need to know automatically</li> <li>A letter represents a sound</li> <li>Sounds</li> <li>Reading Strategies are intentional, deliberate actions a reader takes to accomplish a task or skill</li> <li>Fluency is to read with sufficient speed to support understanding</li> </ul>	<ul style="list-style-type: none"> <li>Readers read for a variety of purposes.</li> <li>Reading fluently helps me understand the story</li> <li>Reading strategies help me understand what I am reading</li> </ul>	<b>Read emergent-reader text with purpose and understanding.</b>
W.K.2	<ul style="list-style-type: none"> <li>Informative texts informs and explanatory texts explains</li> <li>Informative/explanatory texts can be told, written, or drawn</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions help us research a topic.</li> </ul>	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.
<b>SL.K.4</b>	<ul style="list-style-type: none"> <li>Know people, places, things, and events that are familiar</li> </ul>	<ul style="list-style-type: none"> <li>A variety of ways can describe people, places, things, and events</li> </ul>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</b>
SL.K.5	<ul style="list-style-type: none"> <li>Pictures and drawings help my audience understand my presentation</li> </ul>	<ul style="list-style-type: none"> <li>Visual displays will support presentations</li> </ul>	Add drawings or other visual displays to descriptions as desired to provide additional

			detail.
L.K.1f	<ul style="list-style-type: none"> <li>A complete sentence completes a thought or idea. It can be a statement, question, command, or wish.</li> <li>To expand a sentence you add details to a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are a form of communication</li> <li>Sentences convey a thought or idea</li> </ul>	Produce and expand complete sentences in shared language activities.
L.K.2c	<ul style="list-style-type: none"> <li>Letter sounds for letters in the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Letters represent sounds</li> </ul>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d	<ul style="list-style-type: none"> <li>Letter sounds together make words</li> </ul>	<ul style="list-style-type: none"> <li>Writers use letters to represent sound when spelling words</li> </ul>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.6	<ul style="list-style-type: none"> <li>Domain specific vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Using words and phrases acquired through conversations and reading validates understanding of texts and can improve writing</li> </ul>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Unit 7: Assessment

### EVIDENCE of LEARNING

Understanding	Standards	Unit Performance Assessment:	R/R Quadrant 21 Century																				
1	<b>RL.K.10</b> <b>RI.K.10</b>  <b>RL.K.1</b> <b>RI.K.1</b>	<p><b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&amp;P reading level.</p> <p><b>Mastery Levels:</b></p> <table border="1"> <thead> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td><td>A</td><td>AA</td><td>No Concepts of Print</td></tr> <tr> <td>2<sup>nd</sup> Quarter</td><td>B</td><td>A</td><td>AA</td></tr> <tr> <td>3<sup>rd</sup> Quarter</td><td>C</td><td>B</td><td>A</td></tr> <tr> <td>4<sup>th</sup> Quarter</td><td>D</td><td>C</td><td>B</td></tr> </tbody> </table> <p><b>Reading Benchmark:</b> Teacher will use reading benchmark and <a href="#">protocol</a> to assess students on priority standards in reading.</p>		Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	A	AA	No Concepts of Print	2 <sup>nd</sup> Quarter	B	A	AA	3 <sup>rd</sup> Quarter	C	B	A	4 <sup>th</sup> Quarter	D	C	B	<b>C</b> Critical Thinking Communication
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations																				
1 <sup>st</sup> Quarter	A	AA	No Concepts of Print																				
2 <sup>nd</sup> Quarter	B	A	AA																				
3 <sup>rd</sup> Quarter	C	B	A																				
4 <sup>th</sup> Quarter	D	C	B																				

## SAMPLE LEARNING PLAN

# Reader's Workshop

## Readers Are Resourceful (FHSD Created)

[illegible]

		<ul style="list-style-type: none"> <li>• Know readers think about all parts of the book.</li> <li>• Understand that thinking about all parts of the books can help them read more challenging texts.</li> <li>• Be Able to use the cover, the pictures, the sentences, and what the book is mostly about to help them figure out challenging texts.</li> </ul> <p>a. <b>Connection:</b> Teacher will introduce how readers use all parts of the book to help them figure out what words would sound right and make sense.</p> <p>b. <b>Teaching:</b> Teacher will explain that supportive language structures, such as: the cover, the sentences, the pictures, and what the book is mostly about can help you understand what sounds right.</p> <p>c. <b>Active Engagement:</b> Teacher will cover words in shared reading to give kids the chance to use meaning and syntax from all parts of the book to help problem solve what they words might be.</p> <p>d. <b>Link:</b> Teacher will ask students questions such as, 'Are you right?', 'How do you know?', 'Did that make sense?', 'What would sound right?' to double check their guesses for the covered word.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> Teacher will remind students to look at patterns in their text to help them understand what sounds right.</p> <p>f. <b>Share:</b> Teacher will invite students to pair up with a partner and reflect on what strategies did they learn to help them self-monitor.</p>	Cooperative Learning	Creativity Collaboration Communication Critical Thinking
1, 3	RF.K.4	<b>3. Flexible Problem Solvers</b> <b>Objectives:</b> Students will: <ul style="list-style-type: none"> <li>• Know that readers can be flexible problem solvers.</li> <li>• Understand how having a repertoire of strategies can help you problem solve tricky texts.</li> <li>• Be able to use multiple strategies to figure out a tricky word.</li> </ul> <p>a. <b>Connection:</b> Teacher will ask students if they have one particular strategy they have come to rely on, and what they do if that strategy doesn't work?</p> <p>b. <b>Teaching:</b> Teacher will remind students that readers sometimes have to try a variety of strategies to solve tricky words. You will help them break the habit of using one strategy, and expand their toolkit of strategies to choose from when reading.</p> <p>c. <b>Active Engagement:</b> Teacher will provide a harder than usual text and encourage students to try one strategy and then another without giving up, until they figure out an unknown word.</p> <p>d. <b>Link:</b> Teacher will: <ol style="list-style-type: none"> <li>Let students know that even when readers try multiple strategies, they still may be unable to figure out a tricky word.</li> <li>You'll want them to reread a bit and then continue on with the rest of the</li> </ol> </p>	Setting Objectives	B  Creativity Collaboration Communication Critical Thinking

		<p>text.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> Teacher will celebrate the readers you catch trying multiple strategies while reading!</p> <p>f. <b>Share:</b> Teacher will invite students to get into small groups, and share the opportunities they experienced to try multiple strategies for solving a tricky word.</p> <p>g. <b>Appendix Documents:</b></p> <p>i. No appendix documents for this lesson.</p>	Cooperative Learning	
1	RF.K.4	<p><b>4. Partners as Coaches</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know that partners can be helpful.</li> <li>Understand how a partner can coach each other through a variety of strategies.</li> <li>Be able to work with a partner to figure out unknown words using multiple strategies.</li> </ul> <p>a. <b>Connection:</b> Teacher will ask students what they do when they can't figure out a tricky word even when they have tried multiple strategies.</p> <p>b. <b>Teaching:</b> Teacher will demonstrate how readers can return to those parts with a partner to coach each other through a variety of strategies to figure out unknown words.</p> <p>c. <b>Active Engagement:</b> Teacher will model for students the questions you should use to help your partner solve a tricky word.</p> <p>d. <b>Link:</b> Teacher will remind students to go back to places they marked where trying multiple strategies still didn't help them, so they can work with a partner to be coached through a variety of strategies.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> Teacher will refer students back to a list of provided prompts they can run through as they work to support each other.</p> <p>f. <b>Share:</b> Teacher will invite students back to share with the whole group how their partner coached them to figure out tricky words.</p>	Setting Objectives	<p>C</p> <p>Creativity Collaboration Communication Critical Thinking</p>
1	RF.K.4	<p><b>5. Rereading to Solve Tricky Words</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know there are many ways to reread.</li> <li>Understand how rereading in a variety of ways to help you figure out tricky words.</li> <li>Be able to reread to solve tricky words.</li> </ul> <p>a. <b>Connection:</b> Teacher will let students know there are many ways to reread to solve tricky words.</p> <p>b. <b>Teaching:</b> Teacher will introduce students to a variety of reasons to reread all at once, using the "Reasons to Reread" Chart.</p>	Setting Objectives	<p>B</p> <p>Creativity Collaboration Communication Critical Thinking</p>



		<p><b>c. Active Engagement:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Engage students in a mentor text, in which the teacher will guide the class in rereading the book several times with a different purpose in mind each time.</li> <li>During reading, the teacher will use a sticky note to tally the number of times they've reread the mentor text.</li> </ol> <p><b>d. Link:</b> Teacher will encourage students to use a sticky note to tally the number of times they reread a familiar text during independent reading.</p> <p><b>e. Mid-Workshop Teaching Point:</b> Teacher will refer students back to the "Reasons to Reread" Chart to remind students of all the purposes for rereading.</p> <p><b>f. Share:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Gather students back as a whole-group to have discussion about how rereading helped them to better understand the text.</li> <li>Ask students to refer back to their sticky notes, and inquire how many of them used each of the "Reasons to Reread" and describe how it helped them to be a better reader.</li> </ol>		
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## Writer's Workshop

### Crafting Stories Using All We Know About Narrative Writing (FHSD Created)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
2	W.K.3 L.K.6	<p><b>1. Studying other Writers to Get Ideas</b> (Bend 1)</p> <p><b>Objectives:</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Know writers can get ideas from other authors.</li> <li>Understand that they can get ideas for how to tell their stories by studying how other writers write theirs through words and illustrations.</li> <li>Be able to gain new ideas for starting stories from other authors writing and illustrations.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Show 2 books and their covers, ask the children what they think the books are about.</li> <li>Today I want to teach you that writers get ideas for their stories from other writers. One way you can do this is by studying how an author starts a story with the cover and then trying that out in your own story.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p>	Setting Objectives	B Communication Critical Thinking



		<p>reread as they write, in order to check that their stories are focused and in sequence. Be sure to expand sentences including adjectives.</p> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Show a non-example of writing that is not sequenced with simple sentences</li> <li>Coach the students to work with a partner and ask, "Does this make sense?" before writing on, in order to support a more cohesive piece.</li> <li>Explain to the student that expanding the simple sentences it gives more detail and meaning to the writing.</li> </ol> <p><b>d. Link:</b> The teacher will send the students off to get a piece of their writing. They will need to reread it and ask themselves "Does this sound right?" to check their sentences, making sure their writing is clear, or finding places to revise on the spot.</p> <p><b>e. Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind the students that just as they have learned to recognize their sight words in books that they read, they need to notice these words in their writing. They will ask themselves "Does that look right?" and check them against the classroom word wall.</li> <li>Encourage students to add more sounds, including at least one vowel, or using alphabet or blends chart, reminding children to apply these strategies to their writing.</li> </ol> <p><b>f. Share:</b> The teacher will have the students share their pieces with a reading partner and add them to their book baggie or classroom library.</p>	<p>Similarities and Differences</p> <p>Cooperative Learning</p> <p>Providing Practice</p> <p>Reinforcing Effort</p>	
2, 3	W.K.3, SL.K.4, SL.K.5	<p><b>3. Writer's end a story by showing feeling in words and pictures. (Bend 2)</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Know some story endings can show feelings or what they are thinking</li> <li>Understand they can show what they feel and think in their pictures and writing</li> <li>Be able to end a story putting their feelings and final thought in both the story's words and its pictures.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Take out the book <i>Knuffle Bunny</i> by Mo Willems and remind students how Mo started his story by describing the time and place to set the scene and how we got ideas from Mo for how to start our stories.</li> <li>Today I want to teach you that writers sometimes end a story by showing their feelings or what they were thinking. They put this in both the story's words and its pictures.</li> </ol> <p><b>b. Teaching:</b> The teacher will study how Mo Williams closes his story on the last page, illustrating Trixie's feelings and providing a final thought.</p> <p><b>c. Active Engagement:</b> The teacher will pull out a story that you have written that needs an ending. Have the children talk with their partners to help you decide how to end it with a feeling or idea. This should be shown in the picture and words.</p>	<p>Setting Objectives</p> <p>Advance organizers</p> <p>Setting Objectives</p> <p>Providing Practice</p> <p>Cooperative</p>	<p>C Creativity Communication Collaboration</p>

		<p><b>d. Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Send the students off to get a piece of their own writing. Have them reread their story and add an ending, final thought through a feeling or idea.</li> <li>Make sure they show the ending in their picture as well as their words.</li> </ol> <p><b>e. Mid-Workshop Teaching:</b> The teacher will remind students that writers make their writing exciting to read by adding details to pictures and words.</p> <p><b>f. Share:</b> The teacher will highlight a student whom you notice has written an ending showing feelings and has that portrayed in their illustration.</p> <p><b>g. Appendix Documents:</b></p> <ol style="list-style-type: none"> <li><i>Knuffle Bunny</i> by Mo Willems(also found on Bookflix)</li> <li>Teacher written story with no ending</li> </ol>	<p>Learning</p> <p>Reinforcing Effort</p> <p>Providing Feedback</p>	
2	W.K.3 SL.K.4	<p><b>4. Fiction Writers Invent People and Places and Imagine what happens to the Character</b> (Bend 3)</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Know that fiction writers invent characters.</li> <li>Understand as a writer they imagine and make up what happens to the character in that place</li> <li>Be able to create their own characters, inventing new and imagined stories.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Reference books from reading workshop, talking about how the author created their own characters and imagined stories about what could happen to them.</li> <li>Today I want to teach you that fiction writers invent characters. They make up a name, put the character in a place, and then imagine what could happen to that character in that place.</li> </ol> <p><b>b. Teaching:</b> The teacher will model using Goldilocks and the Three Bears describe with the class who the characters were, what the characters were doing. Discuss that the story is fiction and the author made it up.</p> <p><b>c. Active Engagement:</b> The teacher will come up with the name, “Henry” and begin a class story a out him, have the class put the character in a place, and then imagine what could happen to Henry in that place. Ex: Henry was at the beach. He got tossed around in waves. He got stung by a jellyfish.</p> <p><b>d. Link:</b> The teacher will children can create a puppet, use stuffed animals, or draw a picture to create characters and places and act out their stories.</p> <p><b>e. Mid-Workshop Teaching:</b> The teacher will during their imaginative playtime with their characters, you may prompt them to think about any “uh-oh” moments that happened to the character. (ex: uh-oh! I spilled my juice!)</p> <p><b>f. Share:</b> The teacher will have students meet with a partner to share their characters they created and tell their stories.</p>	<p>Setting Objectives</p> <p>Advance Organizers</p> <p>Providing Practice</p> <p>Non-linguistic Representation</p> <p>Providing Feedback</p>	<p>D</p> <p>Creativity</p> <p>Communication</p> <p>Critical Thinking</p>

2	W.K.5 L.K.2c L.K.2d	<p><b>5. Writers Use All of Their Strategies to Spell Words Correctly</b> (Bend 3)</p> <p><b>Objectives:</b> Students will</p> <ul style="list-style-type: none"> <li>• Know that writing strategies help them spell words correctly</li> <li>• Understand that using all the strategies learned help spell words correctly</li> <li>• Be able to check words by asking, Does this look right?, Does this match the word wall? Am I missing any sounds?</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell the children that today they are going to pick one of their stories that will be left for next year's kindergarten class.</li> <li>Today I want to teach you that writers use all of their strategies to make sure they spell words correctly. As you check a word you can think, "Does this look right? Does this match the word wall? Am I missing any sounds?"</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Review the items on the editing checklist (adding some from the first grade checklist based on your children's stages of spelling development).</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Model how to take a piece of writing through the editing checklist with the students, giving thumbs up or down if the items were met.</li> </ol> <p>d. <b>Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Have each student select their favorite piece of writing from this unit to take through the editing checklist. If they come across items on the checklist they have not done, they will edit their writing to include the changes.</li> </ol> <p>e. <b>Mid - Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students in preparation for final publication they should look at the cover of their book and decide on a best title. It should say what the story is all about and assure the picture gives a clue about the character/story.</li> </ol> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>If possible, invite pre-k students to share their writing with.</li> <li>Add these books to your library by placing them into thematic bins like "Animal Book" or "Funny Characters"</li> </ol>	Setting Objectives	C Communication Critical Thinking
<b>Language/Word Study</b>				
1	RL.K.1 RL.K.3 RL.K.4 RL.K.7 RL.K.9	<p><b>Interactive Read Aloud</b></p> <p><b>Session 1:</b></p> <ul style="list-style-type: none"> <li>• Choose a picture book that demands being read over and over.</li> <li>• Introduce book, read the title, author, illustrator, and set students up to wonder about the title</li> </ul>	Setting Objectives	B Communication Collaboration Critical Thinking



	RF.K.3a RF.K.3c	<table><tr><th colspan="2"></th><th>DAY 1</th><th>DAY 2</th><th>DAY 3</th><th>DAY 4</th><th>DAY 5</th></tr><tr><td rowspan="2">WEEK 1</td><td>Whole Group</td><td><b>Focus Skill: Long i (final -e)</b><ul style="list-style-type: none"><li>Shared Reading: "The Elephant Goes"</li><li>Phonological Awareness: Phoneme Isolation</li><li>Spelling-Sound Correspondences</li><li>Blend Words</li><li>High-Frequency Words</li><li>Share and Reflect</li></ul></td><td><b>Focus Skill: Long i (final -e)</b><ul style="list-style-type: none"><li>Shared Reading: "The Elephant Goes"</li><li>Phonological Awareness: Phoneme Blending</li><li>Blend and Build Words</li><li>Introduce <b>-ide</b></li><li>Connect Phonics and Writing</li><li>Read Connected Text: BLM 13</li><li>Share and Reflect</li></ul></td><td><b>Focus Skill: Long i (final -e)</b><ul style="list-style-type: none"><li>Phonological Awareness: Phoneme Addition</li><li>Independent Reading: "Do You Want?"</li><li>Write Words</li><li>High-Frequency Words</li><li>Share and Reflect</li></ul></td><td><b>Focus Skill: Long i (final -e)</b><ul style="list-style-type: none"><li>Reread "Do You Want?"</li><li>Write About the Text: Encode</li><li>Sort Words With <b>-ide</b></li><li>Share and Reflect</li></ul></td><td><b>Review and Assess Long i (final -e)</b><ul style="list-style-type: none"><li>Phonological Awareness: Phoneme Substitution</li><li>Reread "Do You Want?" and Decodable Lap Book</li><li>High-Frequency Words</li><li>Write Letters and Words</li><li>Spiral Review: Long <b>o</b> (final -e), Long <b>a</b> (final -e)</li></ul></td></tr><tr><td>Small Group</td><td><ul style="list-style-type: none"><li>Shared Reading: "The Elephant Goes"</li><li>Blend and Build Words</li><li>Independent Practice/ Partner Work</li></ul></td><td><ul style="list-style-type: none"><li>Blend, Build, and Write Words</li><li>Independent Practice/ Partner Work</li></ul></td><td><ul style="list-style-type: none"><li>Letter-Sound Correspondences</li><li>Independent Reading: "Do You Want?" and Decodable Lap Book</li><li>Independent Practice/ Partner Work</li></ul></td><td></td><td><ul style="list-style-type: none"><li>Cumulative Assessment</li></ul></td></tr></table>			DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	WEEK 1	Whole Group	<b>Focus Skill: Long i (final -e)</b> <ul style="list-style-type: none"><li>Shared Reading: "The Elephant Goes"</li><li>Phonological Awareness: Phoneme Isolation</li><li>Spelling-Sound Correspondences</li><li>Blend Words</li><li>High-Frequency Words</li><li>Share and Reflect</li></ul>	<b>Focus Skill: Long i (final -e)</b> <ul style="list-style-type: none"><li>Shared Reading: "The Elephant Goes"</li><li>Phonological Awareness: Phoneme Blending</li><li>Blend and Build Words</li><li>Introduce <b>-ide</b></li><li>Connect Phonics and Writing</li><li>Read Connected Text: BLM 13</li><li>Share and Reflect</li></ul>	<b>Focus Skill: Long i (final -e)</b> <ul style="list-style-type: none"><li>Phonological Awareness: Phoneme Addition</li><li>Independent Reading: "Do You Want?"</li><li>Write Words</li><li>High-Frequency Words</li><li>Share and Reflect</li></ul>	<b>Focus Skill: Long i (final -e)</b> <ul style="list-style-type: none"><li>Reread "Do You Want?"</li><li>Write About the Text: Encode</li><li>Sort Words With <b>-ide</b></li><li>Share and Reflect</li></ul>	<b>Review and Assess Long i (final -e)</b> <ul style="list-style-type: none"><li>Phonological Awareness: Phoneme Substitution</li><li>Reread "Do You Want?" and Decodable Lap Book</li><li>High-Frequency Words</li><li>Write Letters and Words</li><li>Spiral Review: Long <b>o</b> (final -e), Long <b>a</b> (final -e)</li></ul>	Small Group	<ul style="list-style-type: none"><li>Shared Reading: "The Elephant Goes"</li><li>Blend and Build Words</li><li>Independent Practice/ Partner Work</li></ul>	<ul style="list-style-type: none"><li>Blend, Build, and Write Words</li><li>Independent Practice/ Partner Work</li></ul>	<ul style="list-style-type: none"><li>Letter-Sound Correspondences</li><li>Independent Reading: "Do You Want?" and Decodable Lap Book</li><li>Independent Practice/ Partner Work</li></ul>		<ul style="list-style-type: none"><li>Cumulative Assessment</li></ul>	Nonlinguistic Representation  Homework & Practice  Collaboration	Critical Thinking
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2	RF.K.1d L.K.1a	<b>Handwriting</b> Teacher will pace students throughout the year through the Handwriting Without Tears Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communication																				
1, 2, 3	L.K.4	<b>Interactive Vocabulary</b>  The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"><li>Organizers like concept mapping or Frayer model</li><li>Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li><li>Similarities and differences looking at similar and different words to the term</li><li>Nonlinguistic representation</li></ul>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C  Critical Thinking Communication Collaboration																				

### Unit 7: Resources

UNIT RESOURCES	
<b>Teacher Resources:</b> <a href="#">Readers are Resourceful: Tackling Hard Words and Tricky Parts in Books</a> <ul style="list-style-type: none"> <li>Chart Paper</li> <li>Higher level (hard to read text)</li> <li>Shared Reading text</li> </ul>	

- Sticky notes
- Mentor Text
- [FHSD Kindergarten Sight Words](#)
- Benchmark Phonics Lessons
- Copy of alphabet chart for each child (from Benchmark Phonics)

**Crafting Stories Using All We Know**

- Word wall
- ABC chart
- Blends Chart
- Puppet
- Stuffed Animal
- Pencils
- Charter Paper

**Student Resources:**

- Paper
- Pencils
- Coloring Tools
- Booklet Covers
- Writer's Workshop Folders
- Student Booklets
- Familiar Reading Bags
- Access to Classroom Library

**Vocabulary:**

**Feelings-** an emotional state or reaction

**Self monitor-**

**Sequence-** the order in which the events in a story or text occur, or the order in which specific tasks are performed

**Tricky word-**