



Bristol Public Schools
Office of Teaching & Learning

Department	OTL- Elementary Humanities
Department Philosophy	<p>The fundamental purpose of our organization is to ensure high levels of learning for ALL students and adults by shifting the focus on teaching to a focus on learning. To ensure all students and adults learn at high levels, we must focus on results to inform and improve professional practice through job-embedded, differentiated professional development, and to meet the needs of students' through intervention and enrichment. Helping all students and adults learn requires a collaborative and collective effort through the instructional improvement cycle.</p> <p>Curriculum is a coherent plan for instruction and learning, integrating content and action. When we develop our curriculum, we identify the critical knowledge, skills, behaviors, and attitudes toward learning that we believe are essential for ALL students within our community based on our vision of successful graduates, and state and national standards. We identify the most high-leverage, research-based and engaging instructional strategies and assessment practices as a guide for teaching. Feedback and grading practices should be aligned to the instruction and learning articulated within the curriculum.</p> <p>To ensure equity for ALL, collaborative teams implement a guaranteed and viable curriculum that is aligned to essential grade-level standards with the appropriate depth and intention with a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts.</p>

	<p>Here are the 5 Core Instructional Practices that we believe all students should engage in;</p> <ol style="list-style-type: none"> 1. Clear Learning Targets aligned to the grade level essential learning 2. Purposeful and engaging learning tasks 3. Student Discourse and Discussion Protocols 4. Formative Assessment and Feedback 5. Goal Setting and Growth Mindset
Grade Level & Course	Kindergarten ELA (Word Study, Reading & Writing)

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.	P	P	P	P	P
CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.	P		P	P	P
CCSS.ELA-LITERACY.RL.K.3	P		P	P	P

With prompting and support, identify characters, settings, and major events in a story.					
CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.	P	P	P		
CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).			P	P	P
CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	P	P	P	P	S
CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	P		P	P	S
CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.					P
CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.	P	P	P	P	P
INFORMATIONAL CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.	P	P	P	P	P

CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.		P		P	P
CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	P		P		P
CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.				P	
CCSS.ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.	S	P	P	P	P
CCSS.ELA-LITERACY.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	S	P	P	P	P
CCSS.ELA-LITERACY.RI.K.7 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).	S			P	P
CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	P		P		P

<p>CCSS.ELA-LITERACY.RI.K.9</p> <p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>					P
<p>CCSS.ELA-LITERACY.RI.K.10</p> <p>Actively engage in group reading activities with purpose and understanding.</p>	P	P	P	S	P
<p>WRITING</p> <p>CCSS.ELA-LITERACY.W.K.1</p> <p>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>).</p>			P		P
<p>CCSS.ELA-LITERACY.W.K.2</p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	P	P	P	S	P
<p>CCSS.ELA-LITERACY.W.K.3</p> <p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	P	P	P	P	P
<p>CCSS.ELA-LITERACY.W.K.5</p> <p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>		P		S	S

CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.					
CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).					S
CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				S	
CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	P	S	S	S	S
CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	P	P	P	P	P
CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.	P	P	P	P	P
CCSS.ELA-LITERACY.SL.K.2 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.	P	P	P	P	P

CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	P			P	
CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	S	P	P	P	P
CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	P	P		P	
CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	S	P	S	P	P
FOUNDATIONS CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.	S	P	P		
CCSS.ELA-LITERACY.RF.K.1.A Follow words from left to right, top to bottom, and page by page.	P	P	P	P	P
CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.	P	P	P	P	P
CCSS.ELA-LITERACY.RF.K.1.C Understand that words are separated by spaces in print.	P	P	P	P	P
CCSS.ELA-LITERACY.RF.K.1.D	P	P	P	P	P

Recognize and name all upper- and lowercase letters of the alphabet.					
CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				S	
CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.	P	P			
CCSS.ELA-LITERACY.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.	P				
CCSS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.	P	P	P	S	
CCSS.ELA-LITERACY.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)	P	P	P	P	P
CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		P	P		
CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.				S	
CCSS.ELA-LITERACY.RF.K.3.A	P	P	P	P	P

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.					
CCSS.ELA-LITERACY.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	P	P	P	P	P
CCSS.ELA-LITERACY.RF.K.3.C Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).			P	P	P
CCSS.ELA-LITERACY.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	S	S	S	S	S
CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.		P	P	P	P
CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	S	S	S	S
Language CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters.	P	P	P	P	P
CCSS.ELA-LITERACY.L.K.1.B Use frequently occurring nouns and verbs.	S				P
CCSS.ELA-LITERACY.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	S				

CCSS.ELA-LITERACY.L.K.1.D Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	P				
CCSS.ELA-LITERACY.L.K.1.E Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).		P	P	P	P
CCSS.ELA-LITERACY.L.K.1.F Produce and expand complete sentences in shared language activities.	P	P	P	P	P
CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S	S	S	S	S
CCSS.ELA-LITERACY.L.K.2.A Capitalize the first word in a sentence and the pronoun <i>I</i>			P	P	P
CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation.			P		P
CCSS.ELA-LITERACY.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).	P	P	P	P	P
CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			P	P	P
CCSS.ELA-LITERACY.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	S	S	S	S	S

CCSS.ELA-LITERACY.L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).	S	S	S	S	S
CCSS.ELA-LITERACY.L.K.4.B Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	S	S	S	S	S
CCSS.ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	S	S	S	S	S
CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	S	S	S	S	S
CCSS.ELA-LITERACY.L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	S	S	S	S	S
CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).	S	S	S	S	S
CCSS.ELA-LITERACY.L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	S	S	S	S	S
CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	S		P		

UNIT 1: Launching Readers’ and Writers’ Workshop with Early Reading Strategies and Concepts About Print

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Reading Standards RF.K.10/RI.K.10 Actively engage in group reading activities with purpose and understanding. SL.K.1.A Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). RF.K.1.A Follow words from left to right, top to bottom, and page by page RF.K.1.B Recognize that spoken words are presented in written language by specific sequences of letters. RF.K.1.C Understand that words are separated by spaces in print. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. RF.K.1: Demonstrate understanding of the organization and basic features of print. RI.K.5: Identify the front cover, back cover, and title and	x	Content Knowledge	Reading Purpose Discussion norms Left to right Top to bottom Page by page Spoken words Sequence of letters Spaces Features of print Front cover Back cover Title Explain Voice Parts of book Author Illustrator Pictures Illustrations Characters Setting Events Retelling
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

define the role of each in presenting the ideas or information in a text.			Routines Stamina Letters Words Sentences Punctuation Point Figure out Message Ask questions
Writing Standards W.K.2. Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. S.L.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.4 Describe familiar people, places, things, and events and with prompting and support, provide additional detail SL.K.6 Speak audibly and express thoughts, feelings, and	x	Content Knowledge	Drawing Dictating Writing informative /explanatory Information Single event Loosely linked Order Visual displays Descriptions Details People Places Things Thoughts Feelings Explain Reasons Oral storytelling Drawing Sketch Plan
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>ideas clearly.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>			<p>Action</p> <p>Order</p> <p>Questions</p> <p>Details</p> <p>Review</p> <p>Identify</p> <p>Label</p> <p>Represent</p> <p>Beginning sounds</p> <p>Ending sounds</p>
<p>Foundational Skill Standards</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.A Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.C Understand that words are separated by spaces in print.</p> <p>RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2.A Recognize and produce rhyming words.</p> <p>RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	x	Content Knowledge	<p>Features of print</p> <p>Left to right</p> <p>Top to bottom</p> <p>Page by page</p> <p>Sequence of letters</p> <p>Spaces</p> <p>Uppercase letters</p> <p>Lower case letters</p> <p>Rhyming words</p> <p>Blend</p> <p>Segment</p> <p>Syllables</p> <p>Onset rimes</p> <p>Initial sounds</p> <p>Final sounds</p> <p>CVC</p> <p>One to one letter sound correspondence</p> <p>Long and short sounds</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>R.F.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>			
<p>Language Standards</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A Print many upper- and lowercase letters.</p> <p>L.K.1.B Use frequently occurring nouns and verbs.</p> <p>L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.F Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.C Write a letter or letters for most consonant and</p>	x	Content Knowledge	<p>Uppercase letters Lowercase letters Nouns Verbs Regular plural nouns Question words Complete sentences Short vowel sounds Unknown words Word meanings Clarify Categories</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

short-vowel sounds (phonemes).

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.4.A 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.4.B 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 With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

UNIT ESSENTIAL QUESTIONS

How do we use early literacy behaviors and concepts about print during Readers' and Writers' Workshop?

Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can explain how I am a reader. I can share times when and where I like to read. I can demonstrate appropriate voice levels during the reading workshop. I can share reasons why I read. I can turn and talk to share my thinking with my partner. I can turn and talk with my partner to share my thinking about a book. I can tell the parts of a book. I can tell the job of an author and an illustrator. I can read by looking at the pictures. I can use the pictures and words to help me think and talk about the characters in a story. I can use the pictures and words to help me think and talk about the setting of the story. I can use the pictures and words to think and talk about the events that happen in a story.	x	Selected Response	<ul style="list-style-type: none"> ● Establishing routines ● Becoming familiar with text ● Becoming a community of learners ● Actively engaging in group reading activities Following agreed-upon rules for discussions ● Learning strategies for reading: One to one match Left to right directionality Top to bottom Page by page ● Participation in the Foundations program.
	x	Constructed Response	
		Performance	
		Observation	

<p>I can read by retelling a story that I've read before.</p> <p>I can learn the routines for independent reading.</p> <p>I can learn the rules and routines of our classroom library.</p> <p>I can read with stamina.</p> <p>I can learn the rules and routines of our listening center.</p> <p>I can learn the rules and routines of our ABC center.</p> <p>I can learn the rules and routines of our poetry center.</p> <p>I can use the task management board to find my center.</p> <p>I can tell the difference between letters, words and sentences.</p> <p>I can identify punctuation.</p> <p>I can read the left side of a book and then the right side.</p> <p>I can read from left to right.</p> <p>I can point under words when I read.</p> <p>I can get my mouth ready and check the picture to figure out a word.</p> <p>I can identify that print contains a message.</p> <p>I can read a text aloud and ask myself questions.</p>			
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I can read a text aloud and ask myself, “ Does something not make sense or sound right?”			
I can explain how I am a writer.	x	Selected Response	<ul style="list-style-type: none"> ● Telling stories orally ● Building communication skills ● Discussing with peers ● Telling stories ● Creating stories ● Detailing stories ● Asking Questions
I can share times when and where I like to write.	x	Constructed Response	
I can share reasons why I like to write.		Performance	
I can tell a story through oral storytelling. I can learn how to use my Drawing and Writing Book/Writing Folder. I can draw my story on one page. I can sketch my story on one page. I can plan out my story. I can turn the page to start a new story when I’m done. I can carefully color and use the right colors when writing a story. I can draw people. I can tell different stories through my drawings. I can tell a story in the order it happened. I can ask questions when I need more information about a story. I can add details to my drawings. I can go back, reread and review my drawing.		Observation	

<p>I can identify what is a label and why authors use them</p> <p>I can learn how to label a picture.</p> <p>I can learn how to get my mouth ready to hear the beginning sound to label my picture.</p> <p>I can use letters to represent the beginning sounds that I hear to label my picture.</p> <p>I can write the ending sounds I hear in a word to label my picture.</p>			
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ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
	n/a	<p>Use of Rubric at Level 4</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile level so that students can practice skills and strategies with complex text</p>	Student centered literacy stations, Book Clubs, Buddy Reading and Editing
RESOURCES			
<p>Big Books</p> <p>Guided Reading Books</p> <p>Writing Rubric</p>			

UNIT 2: Reading & Writing Pattern Books

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Reading Standards RF.K.1: Demonstrate understanding of the organization and basic features of print. RF.K.1 A Follow words from left to right, top to bottom, and page by page. RF.K.1B Understand that words are separated by spaces in print. RF.K.4: Read emergent reader texts with purpose and understanding. RL.K.5: Recognize common types of texts (e.g., storybooks, poems). SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly. RF.K.3.c: Read common high-frequency words by sight (e.g. <i>the, of, to, you, she, my, is, are, do</i>)	x	Content Knowledge	Features of print Organization Left to right Top to bottom Page by page Spaces Purpose Understanding Text types Sight words Identify Patterns Sweeping Pointing Match picture/words Tricky words Initial sounds Retell Informational text Characteristics Pictures Title topic
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

Writing Standards L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.2 A Capitalize the first word in a sentence and the pronoun I. L.K.2 B Recognize and name end punctuation. L.K.2 C Write a letter or letters for most consonant and short-vowel sounds. L.K.2 D Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.K.6: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	x	Content Knowledge	Capitalization Punctuation Spelling Pronoun Consonant- vowel (CV) Patterns Topic Sight words Stretch words Unknown words picture/word match Reread Detail Surprising question/answer pattern
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	
Foundational Skill Standards RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1.A Follow words from left to right, top to bottom, and page by page. RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.	x	Content Knowledge	Features of print Left to right Top to bottom Page by page Sequence of letters Spaces Uppercase letters Lower case letters Rhyming words Blend Segment
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>RF.K.1.C Understand that words are separated by spaces in print.</p> <p>RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2.A Recognize and produce rhyming words. RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>R.F.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>			<p>Syllables Onset rimes Initial sounds Final sounds CVC One to one letter sound correspondence Long and short sounds Substitute sounds Purpose Understanding</p>
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Language Standards L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.K.1.A Print many upper- and lowercase letters. L.K.1.F Produce and expand complete sentences in shared language activities. L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.4.A 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.4.B 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 With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	x	Content Knowledge	Uppercase letters Lowercase letters Nouns Verbs Regular plural nouns Question words Complete sentences Short vowel sounds Unknown words Word meanings Clarify Categories
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).			
L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).			
L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.			

UNIT ESSENTIAL QUESTIONS

What patterns can we identify in our reading and how can we use these patterns in our writing?

Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can notice and identify patterns in books. I can use the pattern to move quickly, pointing or sweeping. I can match pictures and words supported by the patterning under words. I can use known words to help me read a pattern book. I can learn that the pattern in a text will help me solve unknown words. I can think about the pattern to help me read tricky words. I can use initial letter sounds and pictures to help me read. I can notice that some pattern books are stories. I can use the pictures in a pattern book to retell the story.	x	Selected Response	<ul style="list-style-type: none">● Discovering that the title matches the theme of the book● Recognizing patterns in books● Reading fluently● Learning that the pattern in their text helps solve unknown words by using initial letter sounds and pictures● Using the pattern to move quickly, pointing or sweeping under words, matching pictures and words supported by the pattern● Using strategies for solving tricky words with the support of the pattern in the text● Participation in the Foundations program
	x	Constructed Response	
		Performance	
		Observation	

<p>I can notice that some pattern books are informational.</p> <p>I can use the pictures in an informational pattern book to tell what the book is mostly about.</p> <p>I can notice that the title is based on the events or topic of the book.</p> <p>I can notice different patterns within a text.</p>			
<p>I can notice patterns in books read aloud.</p> <p>I can think about possible pattern book ideas.</p> <p>I can learn how to start writing a pattern book.</p> <p>I can think about what I want to say about my topic and touch the page to plan my pattern book.</p> <p>I can use high-frequency words to begin writing my pattern.</p> <p>I can stretch out words to write every sound I hear in unknown words.</p> <p>I can draw pictures to match my words</p> <p>I can reread my pattern book to make sure all of the pages go together and make sense.</p> <p>I can add details to strengthen my writing.</p> <p>I can write a title that matches the words in my pattern book.</p> <p>I can notice a seesaw pattern in pattern books.</p> <p>I can write a seesaw pattern book, with correct punctuation.</p>	x	Selected Response	<ul style="list-style-type: none"> ● Building background knowledge ● Using labels and sentences ● Using techniques learned through reading ● Noticing patterns ● Generating ideas for pattern books ● Trying techniques that authors are using ● Writing simple sentences with correct directionality ● Drawing pictures to match words ● Using beginning and ending sounds to write words ● Using known high-frequency words in writing ● Using spacing between words ● Using punctuation at the end of sentences ● Capitalizing the first letter of the first word of sentences
	x	Constructed Response	
		Performance	
		Observation	

I can notice a surprise ending pattern.			
I can write a surprise ending pattern book.			
I can notice a question-answer pattern.			
I can write a question-answer pattern book, with correct punctuation.			

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
	n/a	<p>Use of Rubric at Level 4</p> <p>Increase Guided Reading Level and use of Learning Targets at a higher level</p> <p>Provide text with a higher lexile level so that students can practice skills and strategies with complex text</p>	Student centered literacy stations, Book Clubs, Buddy Reading and Editing
RESOURCES			
<p>Big Books</p> <p>Guided Reading books</p> <p>Writing Rubric</p>			

UNIT 3: Reading and Writing for Many Purposes & Opinion Writing

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Reading Standards RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.5 Recognize common types of texts (e.g., storybooks, poems). RF.K.10 Actively engage in group reading activities with purpose and understanding.	x	Content Knowledge	Identify Main topic Key details Retell Ask and answer questions Types of text
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	
Writing Standards W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	x	Content Knowledge	Draw Dictate Write Compose State opinion informative/explanatory Topic Information Details Recall Gather
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>RF.K.2.c Blend and segment onsets and rimes of single spoken words</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>			<p>Sources</p> <p>Syllables</p> <p>Sounds</p> <p>Words</p> <p>Rimes</p> <p>Blend</p> <p>Segment</p> <p>Sight words</p>
<p>Foundational Skill Standards</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.A Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.C Understand that words are separated by spaces in print.</p> <p>RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2.A Recognize and produce rhyming words.</p> <p>RF.K.2.B Count, pronounce, blend, and segment syllables</p>	x	Content Knowledge	<p>Features of print</p> <p>Left to right</p> <p>Top to bottom</p> <p>Page by page</p> <p>Sequence of letters</p> <p>Spaces</p> <p>Uppercase letters</p> <p>Lower case letters</p> <p>Rhyming words</p> <p>Blend</p> <p>Segment</p> <p>Syllables</p> <p>Onset rimes</p> <p>Initial sounds</p> <p>Final sounds</p> <p>CVC</p> <p>One to one letter sound correspondence</p> <p>Long and short sounds</p> <p>Substitute sounds</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>in spoken words.</p> <p>RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>R.F.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>			<p>Purpose Understanding</p>
<p>Language Standards</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A Print many upper- and lowercase letters.</p>	<p>x</p> <p>x</p> <p></p> <p>x</p>	<p>Content Knowledge</p> <p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p> <p>Physical Skill</p> <p>Product Development</p>	<p>Uppercase letters</p> <p>Lowercase letters</p> <p>Nouns</p> <p>Verbs</p> <p>Regular plural nouns</p> <p>Question words</p> <p>Complete sentences</p> <p>Short vowel sounds</p>

<p>L.K.1.F Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.B 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.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D Distinguish shades of meaning among verbs</p>	x	<p>Learning Behavior</p>	<p>Unknown words</p> <p>Word meanings</p> <p>Clarify</p> <p>Categories</p>
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describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.			
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UNIT ESSENTIAL QUESTIONS

Why do authors write text and what opinions do we have about texts?

Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
<p>I can understand that a nonfiction text gives facts and fictional text is imagined.</p> <p>I can sort fiction and nonfiction texts.</p> <p>I can identify the main topic in a nonfiction text.</p> <p>I can identify key details to support the main topic in a nonfiction text.</p> <p>I can retell the beginning, middle and end of a fictional text.</p> <p>I can explain what an opinion is.</p> <p>I can continue to choose books and form an opinion.</p> <p>I can identify the parts of a letter, orally.</p> <p>I can ask and answer questions about a text (who, what, where, why, when).</p> <p>I can support my thinking/ response with evidence from the text.</p> <p>I can identify a character's feelings in a fictional story and give reasons from the text to support my thinking.</p>	x	Selected Response	<ul style="list-style-type: none"> ● Reading for many purposes ● Identifying variety of text types ● Identifying main idea ● Identifying key details ● Using reading strategies ● Participating in the Foundations program
	x	Constructed Response	
		Performance	
		Observation	

<p>I can use pictures/ photographs (captions) to tell more about a text.</p> <p>I can use new vocabulary in my response.</p>			
I can identify the purpose of a list.	x	Selected Response	<ul style="list-style-type: none"> • Using mentor texts to understand the genre of letter writing • Understanding that writers may have an opinion about books • Planning and rehearsing for writing • Using drawing and writing to express an opinion • Revising and editing to make the piece more effective • Understanding that writers have an audience
I can think of different reasons to write a list.	x	Constructed Response	
I can write a list.		Performance	
<p>I can identify the purpose of a note.</p> <p>I can think of different reasons to write a note.</p> <p>I can write a note.</p> <p>I can identify the purpose of a card.</p> <p>I can identify the parts of a card and make a card.</p> <p>I can support my opinions by providing a reason(s).</p> <p>I can use a Touch Organizer to orally share and plan my writing.</p> <p>I can choose an audience to share my opinion.</p> <p>I can use my touch organizer to begin writing my letter.</p> <p>I can write opinions about other things.</p> <p>I can write an opinion letter on a topic of my choice.</p> <p>I can check to make sure my letter includes a greeting and closing.</p> <p>I can revise the body of my letter.</p> <p>I can edit my letter to make sure it is easy to read.</p>		Observation	

I can share my letter with an audience.			
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ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
	n/a	Use of Rubric at Level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Student centered literacy stations, Book Clubs, Buddy Reading and Editing

RESOURCES
Red is Best by Kathy Stinson In My Opinion by Deb Bird Ten Thank You Letters by Daniel Kirk Bunny Cakes by Rosemary Wells Opinion Writing Teacher Rubric Opinion Writing Student Checklist

UNIT 4: Story Structure & Personal Narratives

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary	
Reading Standards RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear. (e.g., what moment in a story an illustration depicts) RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RF.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.) RF.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	x	Content Knowledge	Identify Characters Setting Major events Compare and contrast Adventures Relationship Illustrations Author Illustrator Initial sounds Final sounds Consonant vowel consonant (CVC) Substitute individual sounds Long and short sounds	
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
	x	Product Development		
	x	Learning Behavior		

<p>RF.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>			
<p>Writing Standards</p> <p>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	x	Content Knowledge	<p>Draw Dictate Write Linked events Order Reaction</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	
<p>Foundational Skill Standards</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.A Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.C Understand that words are separated by spaces in print.</p> <p>RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2.A Recognize and produce rhyming words.</p> <p>RF.K.2.B Count, pronounce, blend, and segment syllables</p>	x	Content Knowledge	<p>Features of print Left to right Top to bottom Page by page Sequence of letters Spaces Uppercase letters Lower case letters Rhyming words Blend Segment Syllables Onset rimes Initial sounds Final sounds CVC One to one letter sound correspondence Long and short sounds Substitute sounds</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>in spoken words.</p> <p>RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>R.F.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>			<p>Purpose Understanding</p>
<p>Language Standards</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A Print many upper- and lowercase letters.</p>	x	Content Knowledge	<p>Uppercase letters Lowercase letters Nouns Verbs Regular plural nouns Question words Complete sentences Short vowel sounds</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	

<p>L.K.1.F Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.B 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.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D Distinguish shades of meaning among verbs</p>	x	<p>Learning Behavior</p>	<p>Unknown words</p> <p>Word meanings</p> <p>Clarify</p> <p>Categories</p>
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describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.			
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UNIT ESSENTIAL QUESTIONS

What are story structure elements and how can we use these elements in our writing?

Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
<p>I can identify and describe the differences between how an author and illustrator tell a story.</p> <p>I can predict what the story will be about by looking at the pictures on the front cover.</p> <p>I can identify, draw and write who the characters are in a story.</p> <p>I can tell how characters are alike.</p> <p>I can tell how characters are different in a story.</p> <p>I can describe how the illustrations help me understand the story.</p> <p>I can look at the pictures to tell how characters are feeling.</p> <p>I can name the setting(s) in a story.</p> <p>I can name the important parts in a story.</p> <p>I can notice what the characters are thinking and saying.</p> <p>I can talk about problems characters face in a story.</p> <p>I can talk about the steps the characters take to solve a problem.</p>	x	Selected Response	<ul style="list-style-type: none"> Identifying who the characters are and what they do Noticing characters' traits Applying known strategies to infer what their characters are thinking, feeling, and saying Imagining the details of the scenes to help infer what the characters are thinking and feeling
	x	Constructed Response	
		Performance	
		Observation	

<p>I can discuss the solution to the problem.</p> <p>I can reread to help retell the parts of a story.</p> <p>I can compare and contrast the actions of characters.</p> <p>I can compare and contrast the adventures and experiences of characters in familiar stories.</p>			
<p>I can explain and give examples of a personal narrative.</p> <p>I can narrow in on a specific event to write a personal narrative about.</p> <p>I can create a list of topics for my personal narratives.</p> <p>I can choose a personal narrative moment and discuss it with a partner.</p> <p>I can use a touch organizer to begin to plan out my personal narrative.</p> <p>I can tell what happened first, next and last (sequential narrative), using my organizer.</p> <p>I can plan (write or draw) my story over several pages.</p> <p>I can add details to my pictures.</p> <p>I can add details to my words.</p> <p>I can make sure that my story has an ending.</p> <p>I can use my writing checklist to see if my story has all the important parts.</p>	x	Selected Response	<ul style="list-style-type: none"> Organizing through thinking, rehearsing and drafting individually and with partners Using strategies to focus elaborate and stretch words across the page Extending through details dialogue and small actions Revising and editing
	x	Constructed Response	
		Performance	
		Observation	

I can write known words in my story and use strategies to spell new words.			
I can use spaces between my words.			
I can use upper case letters at the beginning of the sentence.			
I can use appropriate lower case letters.			
I can share my small personal narrative story with an audience.			

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Short and long vowels CVC	Letter sound correspondence Syllables Some decoding CVC Short and long vowel	Use of Rubric at Level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Student centered literacy stations, Book Clubs, Buddy Reading and Editing
RESOURCES			
A Moment in Time by Jennifer Butenas Personal Narrative Student Checklist Personal Narrative Teacher Rubric			

UNIT 5: Reading for Information & All About Books

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Reading Standards RIK.1 With prompting and support, ask and answer questions about key details in a text. RIK.2 With prompting and support, identify the main topic and retell key details of a text. RIK.4 With prompting and support, ask and answer questions about unknown words in a text. RIK.8 With prompting and support, identify the reasons an author gives to support points in a text. RIK.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RF.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)	x	Content Knowledge	Ask and answer questions Key details
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Identify Main topic Retell
		Physical Skill	Unknown words Reasons
	x	Product Development	Support points Similarities
	x	Learning Behavior	Descriptions Illustrations Topic Connection Events Information Initial sound Final sound Consonant-vowel-consonant (CVC) Substitute individual sounds Syllable Long and short sounds Spelling Fiction Nonfiction Photographs Title Bold print

<p>RF.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>			<p>compare/contrast</p> <p>Facts</p> <p>Main topic</p> <p>Important information</p> <p>Reasons</p> <p>Support</p> <p>Reread</p> <p>Fluency</p>
<p>Writing Standards</p> <p>W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	x	Content Knowledge	<p>Draw</p> <p>Dictate</p> <p>Write</p> <p>Information</p> <p>Linked events</p> <p>Order</p> <p>Reaction</p> <p>Recall</p> <p>Gather</p> <p>Sources</p> <p>Digital tools</p> <p>Produce</p> <p>Publish</p> <p>Shared research</p> <p>Opinion</p> <p>Topic</p> <p>Plan</p> <p>Organize</p> <p>Introduce</p> <p>Mentor text</p> <p>Details</p> <p>Conclude</p> <p>Publish</p> <p>Reread</p> <p>Text features</p> <p>Bold</p> <p>Photographs</p> <p>Diagrams</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

			Labels Revise Cover Strategies to spell	
Foundational Skill Standards RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1.A Follow words from left to right, top to bottom, and page by page. RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.C Understand that words are separated by spaces in print. RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2.A Recognize and produce rhyming words. RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each	x	Content Knowledge	Features of print Left to right Top to bottom Page by page Sequence of letters Spaces Uppercase letters Lower case letters Rhyming words Blend Segment Syllables Onset rimes Initial sounds Final sounds CVC One to one letter sound correspondence Long and short sounds Substitute sounds Purpose Understanding	
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
	x	Product Development		
	x	Learning Behavior		

<p>consonant.</p> <p>RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>R.F.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>			
<p>Language Standards</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A Print many upper- and lowercase letters.</p> <p>L.K.1.F Produce and expand complete sentences in shared language activities.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	x	Content Knowledge	<p>Uppercase letters</p> <p>Lowercase letters</p> <p>Nouns</p> <p>Verbs</p> <p>Regular plural nouns</p> <p>Question words</p> <p>Complete sentences</p> <p>Short vowel sounds</p> <p>Unknown words</p> <p>Word meanings</p> <p>Clarify</p> <p>Categories</p>
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

<p>L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4.B 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.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>			
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UNIT ESSENTIAL QUESTIONS

What can we learn from informational text and what information can we gather to write our own All About Books?

Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can identify and sort fiction and informational text.	x	Selected Response	<ul style="list-style-type: none"> Exploring the differences between fiction and nonfiction texts

<p>I can identify what parts informational books have</p> <p>I can compare and contrast the parts in narrative and informational text.</p> <p>I can identify that an informational text teaches us about facts.</p> <p>I can use what I already know about a topic to get ready to read.</p> <p>I can ask and answer questions while reading an informational text.</p> <p>I can learn information by reading when I encounter new topics.</p> <p>I can identify the main topic in an informational text.</p> <p>I can retell the important information and show I understand what the text was about.</p> <p>I can identify the reasons an author gives to support points in a text.</p> <p>I can identify basic similarities in and differences between two texts on the same topic.</p> <p>I can use all my strategies to read informational texts.</p> <p>I can retell what I learned to a partner using the five finger rule.</p> <p>I can ask “What does this word mean?” when I don’t know a word and try to find the answer/ meaning by looking at the pictures/illustrations.</p> <p>I can use the words and the pictures to understand the informational text.</p> <p>I can talk about how the photographs/illustrations add to my understanding of the topic.</p>	x	Constructed Response	<ul style="list-style-type: none"> ● Connecting prior knowledge to support learning about a topic ● Applying reading strategies to decode words in informational texts ● Problem solving content-specific words and thinking about their meanings ● Understanding what they have learned from informational texts ● Asking and answering questions about the topics they read about ● Identifying the main topic and recalling key details of a text ● Comparing and contrasting texts on similar topics
		Performance	
		Observation	

I can reread to make my reading smoother and stronger.			
I can celebrate what I have learned with a partner.			
I can think about topics I know all about so I can teach others.	x	Selected Response	<ul style="list-style-type: none"> Studying mentor text to learn the characteristics of informational texts, Generating self-chosen topics of personal expertise, Planning and drafting information in an organized way Rereading and revising using a toolbox of elaboration strategies Using text features to enhance comprehension Editing to lift the level of work using proper capitalization, punctuation, and spelling
I can decide if I know enough about the topic.	x	Constructed Response	
I can plan how my book will be organized.		Performance	
I can introduce my topic to my reader.			
I can add details to tell all about my topic.			
I can conclude my book with something for my reader to think about.			
I can write books on other topics I know about.			
I can choose my best piece of writing to publish.			
I can reread and revise by asking, “What else can I add?”			
I can carefully choose the text features that best match what I want to teach.		Observation	
I can reread with a partner to revise and make sure my book makes sense and sounds right.			
I can reread and revise based on feedback from others.			
I can reread and make my writing readable for an audience.			
I can revise by adding more to my pictures to teach more about my topic.			
I can create a cover for my book that grabs the reader’s attention to			

<p>read more about my topic.</p> <p>I can celebrate my informational book.</p> <p>I can participate in a shared class experience to understand how-to writing.</p> <p>I can think about topics I know how to do, make, or to teach others.</p> <p>I can choose one of my ideas and rehearse the steps across my fingers or across pages/boxes to remember each step.</p> <p>I can draw pictures and write out each step of my how-to topic.</p> <p>I can use strategies to help spell unknown words. (word wall words, writing sounds they hear, etc).</p> <p>I can use spaces between words.</p> <p>I can add to my pictures by labeling to help my reader understand the steps.</p> <p>I can use upper and lowercase letters appropriately.</p> <p>I can check my words and sentences to make sure I can read my writing.</p> <p>I can improve my How-To with color, a book cover, and 'about the expert' page.</p> <p>I can celebrate and share with others.</p>			
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ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING

		DEMONSTRATED PRIOR MASTERY	WITHIN THE UNIT
Short and long vowels CVC	Letter sound correspondence Syllables Some decoding CVC Short and long vowel	Use of Rubric at Level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Student centered literacy stations, Book Clubs, Buddy Reading and Editing
RESOURCES			
Tiger Features by: Sharon Callen All About Student Checklist All About Teacher Rubric How To Student Checklist How To Teacher Rubric			