



English/Language Arts Department

Grade K

Developed By: Brooke Benavides, Lauren Branin, Sue Dingwell, Jamie Straface

Effective Date: September 2022

Month	Reading Workshop	Writing Workshop	Word Study/Phonics
Sept-Oct	Unit 1a: We are Readers (Book 1)	Unit 1b: Intro to the Writing Process: Show & Tell (New Book)	Fundations Units: Orientation (3-4 days) Unit 1 (12 weeks)
Nov-Dec	Unit 2a: Super Powers Reading with Print Strategies and Sight Word Power (Book 2)	Intro to Writing: From Storytelling to Pattern Books (Mini Units)	
Jan-Feb	Unit 3a: Emergent Reading: Looking Closely (If...Then)	Unit 3b: Narrative Writing (Writing for Readers - Book 2)	Fundations Units: Unit 2 (January) Unit 3 (February/March)
March-April	Unit 4a: Bigger Books, Bigger Reading Muscles (Book 3)	Unit 4b: How-to-Book: Writing to Teach Others (Book 3)	Fundations Units: Unit 3 (February/March) Unit 4 (April)
May-June	Unit 5a: Becoming Avid Readers (Book 4)	Unit 5b: Opinion Writing (Book 4)	Fundations Units: Unit 5 (May/June)

[Grammar Standard Expectations, K-5](#)
[Fundations Pacing Guide \(2018-2019\)](#)

Unit 1a - Reading

We Are Readers (Book 1)

Summary and Rationale

In this unit, readers will develop concepts of print as well as early reading behaviors and identities. At the beginning of this unit, you may want to establish some rules and routines for readers workshop with some additional launching lessons of your choosing. These lessons are included in the resource section and should be added into this unit as you see fit. Please do not take longer than two school weeks for these additional launching lessons, as this unit should be in full swing by mid September. In the first bend, the focus will teach children that reading is all around them. They move from trying to read the print that is in their world to trying to read information books. Then, in the second bend, the readers will use familiar storybooks' pictures and their words to construct the story. Eventually, through rereading and coaching the students will move closer to using some of the actual book language and "read" these old favorites.

Recommended Pacing

8 weeks (September-October)

Standards

Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
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).

Reading: Informational Text

RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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).
Reading: Foundational Skills	
RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> 1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print. 4. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> 1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) 5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> 1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. 2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 3. Read high-frequency and sight words with automaticity. 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>
Writing	
WK.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
WK.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.

WK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>
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 ideas clearly.
Language	
LK.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>
LK.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>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>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>
LK.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings</p>

LK.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
Social Justice Standards		
AC.K-2.20	I will join with classmates to make our classroom fair for everyone.	
<ul style="list-style-type: none">• Readers read the world by reading to themselves and with others.• Readers use favorite storybooks to connect words to what they are reading and connecting pages in books.		<ul style="list-style-type: none">• How do readers read the world?• How do readers use favorite storybooks to become better readers?
Evidence of Learning (Assessments)		
<p>Unit Common Assessment:</p> <p>Pre- DIBELS (First Sound Fluency, Letter Name Fluency)</p> <ul style="list-style-type: none">• “DIBELS Next” Resources <p>Post- Concepts of Print (repeat in Dec. for students scoring below benchmark level)</p> <ul style="list-style-type: none">• Directions• Implications• Recording Form <p>Reading:</p> <ul style="list-style-type: none">• TC Running Record Reading Assessments		
Objectives (SLO)		
<p><u>Launching Reading Workshop</u></p> <p>Prior to beginning this unit, you should spend no more than two weeks launching reading workshop with your students. During launching, you should take time to address Social Justice Standard AC.K-2.20 (I will join with classmates to make our classroom fair for everyone). Launching is a good time to incorporate <u>The Queen of Kindergarten</u> and <u>The King of Kindergarten</u> to discuss respectful and appropriate reading behaviors to allow everyone a fair opportunity to read during Reader’s Workshop. This is a great time to spend some time building excitement for reading and setting expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the link below.</p> <ul style="list-style-type: none">• Ideas for Launching Reading Workshop		
<p>GETTING READY:</p> <ul style="list-style-type: none">• Gather a selection of learn-about-the-world books and old favorite storybooks for students to read. Don’t worry about levels- make them high interest.• Bend I is all about the nonfiction books for kids- but it is your time to read aloud the old favorite storybooks to refer back to in Bend II.• Pull out <i>The Three Billy Goats Gruff</i> and <i>The Carrot Seed</i> for old favorites. Pull out <i>The Beetle Alphabet Book</i> as a learn-about-the-world book. (other suggestions of old favorites are: <i>Caps for Sale</i>, <i>Koala Lou</i>, and <i>Harry and the Dirty Dog</i>)• Chart paper, teaching point Post-its, blank Post-its		

- Write the song lyrics to the “*We are Gathering*” song onto chart paper (session 1)
- Make “Private” and “Partner” reading signs on colored paper (session 3)
- Pull out *Mrs. Wishy Washy* for shared reading.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>BEND I : Students will Read the World</p> <p>GOAL: Readers read the world by reading to themselves and with others.</p> <p>-----</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Convey the expectations of private reading time. (Session 2) ● Be a proficient partner to launch and lift children’s partner reading work. (Session 3) ● Support management and assess concepts of print. (Session 4) ● Assess concepts of print and observe kids’ reading behaviors. (Session 5) ● Support language development by encouraging students to talk about what they read. (Session 6) ● Help children develop identities as readers. (Session 7) ● Meet children where they are. (Session 8) 	<ul style="list-style-type: none"> ● Readers read the world. Readers walk through the world on the lookout for things to read. (Session 1: mini-lesson) ● Readers don’t just read stories; they also read books to learn about the world. (Session 2: mini-lesson) ● Readers read by themselves and with others. (Session 3: mini-lesson) ● Readers read a book from cover to cover. (Session 4: mini-lesson) ● Readers reread and monitor themselves. (Session 5: mini-lesson) ● Readers reread a book by putting all the pages together. (Session 6: mini-lesson) ● Readers reread to rethink. (Session 7: mini-lesson) ● Readers’ rereading helps them to learn from words in books, too. (Session 8: mini-lesson) ● Readers can sound like teachers too. (Session 9: mini-lesson) ● Readers can read stories they have heard a zillion times. (Session 10: mini-lesson) ● Readers work hard to make the words they read match the page they are reading. (Session 11: mini-lesson)
<p>BEND II: Reading Old Favorite Storybooks</p> <p>GOAL: Readers use favorite storybooks to connect words to what they are reading and connecting pages in books.</p> <p>-----</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Energize students around old favorite storybook reading. (Session 10) ● Make more meaning from books by following the actions closely. (Session 11) ● Support student development over time. (Session 13) ● Move kids toward more sophisticated reading of an old favorite storybook. (Session 14) 	<ul style="list-style-type: none"> ● Readers know how to get their own old favorite storybooks. (Session 12: mini-lesson) ● Readers use exact character words. (Session 13: mini-lesson) ● Readers reread old favorites, remembering to say more and more of the story. (Session 14: mini-lesson) ● Readers use special connecting words to put storybook pages together. (Session 15: mini-lesson) ● Readers use more and more words that are exactly the same in their old favorites. (Session 16: mini-lesson) ● Readers can point to and read some words in their old favorites. (Session 17: mini-lesson) ● Readers work with their partners, using all they know, to read old favorites. (Session 18: mini-lesson) ● Readers celebrate old favorite storybooks and learn-about-the-world reading, too. (Session 19: mini-lesson)

- Support readers in linking pages of text. (Session 15)
- Invest in language and early reading behaviors (Session 16)
- Focus on word reading and meaning making. (Session 17)
- Challenge partners to stop and check their reading. (Session 18)

Read Aloud:

Throughout the unit, outside of reading workshop, readers should be exposed to richer literature than the books they are reading independently through interactive read alouds; therefore, in this unit, you should choose picture books that feature engaging plotlines, colorful story language, and new vocabulary.

In this unit, *The Carrot Seed*, by Ruth Krauss, is a planned interactive read aloud because it is a tightly structured story and yet brief and accessible enough that once your children have heard it often, some will be able to approximate reading the actual words. During this planned interactive read aloud, the teacher will model for the students and prompt students to turn and talk, when appropriate. All students should be working with their partners to turn and talk during the interactive read aloud. The planned read aloud, provided in the unit, provides five sessions; in sessions two through five, the teacher would re-read the text, *The Carrot Seed*, from a new lens to deepen the thinking. The lesson plan can be found at the back of reading unit 1 (p. 114).

Shared Reading:

Throughout this unit, outside of reading workshop, readers should have opportunities to revisit texts as a class that present a rhyme and pattern to support children in phonological awareness and help them hold onto the text. Teachers may want to choose texts that are fun and accessible, because this is a time to welcome children into the world of print.

In this unit, *Mrs. Wishy-Washy*, by Joy Cowley is suggested. The same text will be shared across multiple days, each day with a different focus. The lesson plan can be found at the back of reading unit 1 (p. 122).

Below are suggested lenses, in this unit, for each day's shared reading time:

DAY ONE: Falling in Love with the Book

- Readers develop early concepts about print, language structure, phonological awareness (rhyming and wordplay), and comprehension.

DAY TWO: Looking Closely at Pictures

- Readers study pictures to notice more details

DAY THREE: Wordplay

- Readers highlight word patterns, familiar words, and play with rhyme.

DAY FOUR: Fluency

- Readers read with fluency, at the proper rate, and with prosody (making sure the text sounds right).

DAY FIVE: Extending the Text

- Readers recall strategies learned across the week to read as independently as they can and extend comprehension through interactive writing, drama, or talking about the book. Small copies of the book can be made available for children to read on their own.

Suggested Resources/Technology Tools

[School-To-Home](#) Connection Parent Letter

Mentor Texts:

Demonstration Texts:

The Three Billy Goats Gruff, by Paul Galdone

The Beetle Alphabet Book, by Jerry Pallotta and David Biedrzycki

“*We are Gathering*” song

Read-Aloud and Shared Reading Texts:

Mrs. Wishy-Washy by Joy Cowley (Wright Group/McGraw-Hill)

The Carrot Seed by Ruth Krauss

Launching Lessons**Websites:**

[Storyline Online](#)

[ABCya](#)

[Starfall](#)

[Teachers College Reading and Writing Project Website](#)

iPad Apps:

ABCya

MeeGenius

Correlations to the Common Core State Standards***Anchor Charts***

We Are Readers!

[Color](#) / [B&W](#)

Readers Read with a Partner

[Color](#) / [B&W](#)

Readers LEARN from Books, too!

[Color](#) / [B&W](#)

We Are Storybook Readers!

[Color](#) / [B&W](#)

Session 1

["We Are Gathering" song lyrics](#)

["We Are Readers!" anchor chart](#)

Session 2

["We Are Gathering" song lyrics](#)

Session 3

[Private Reading and Partner Reading signs](#)

["Readers Read with a Partner" anchor chart](#)

Session 4

[Private Reading and Partner Reading signs](#)

["Readers Read with a Partner" anchor chart](#)

Session 5

[Private Reading and Partner Reading signs](#)

Session 6

[Private Reading and Partner Reading signs](#)

["We Are Readers!" anchor chart](#)

["Readers Read with a Partner" anchor chart](#)

Session 7

[Private Reading and Partner Reading signs](#)

[First Conferences Conferring Sheet](#)

Session 8

["Readers Learn from Books, Too!" anchor chart](#)

["Readers Read with a Partner" anchor chart](#)

Session 9

[Figure 9-1: "Typical Gr K writing"](#)

Session 10

[Private Reading and Partner Reading signs](#)

[Emergent Storybooks List](#)

["We Are Gathering" song lyrics](#)

["Stages of Emergent Storybook Reading" chart](#)

["We are Storybook Readers!" anchor chart](#)

Session 11

["We Are Gathering" song lyrics](#)

["Stages of Emergent Storybook Reading" chart](#)

["We are Storybook Readers!" anchor chart](#)

Session 12

[Figure 12-1 A letter to parents recruiting their support in making more Old Favorite Storybooks](#)

Session 13

[Emergent Reading Conferring Sheet](#)

["We are Storybook Readers!" anchor chart](#)

["Readers Read with a Partner" anchor chart](#)

Session 14

["We are Storybook Readers!" anchor chart](#)

Session 15

["Stages of Emergent Storybook Reading" chart](#)

["We are Storybook Readers!" anchor chart](#)

[Figure 15-1: "A 3-page teacher story"](#)

Session 16

["Stages of Emergent Storybook Reading" chart](#)

["We are Storybook Readers!" anchor chart](#)

Session 17

[Figure 17-1: Teacher story with labels](#)

["We are Storybook Readers!" anchor chart](#)

Session 18

["We are Storybook Readers!" anchor chart](#)

["Readers Read with a Partner" anchor chart](#)

["Readers LEARN from Books, Too!" anchor chart](#)

Read Aloud

Read Aloud Prompts for The Carrot Seed

[Color](#) / [B&W](#)

Modifications

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 1b - Writing

Intro to the Writing Process: Show & Tell (New Book)

Summary and Rationale

This unit provides students with an introduction to the writing process. In the unit, students will practice ways to sketch and add labels to their writing. Students will not write across the page, but rather write on a single page, with detail, and explain what they wrote orally.

During the first bend, you'll invite kids to show and tell about the things that are important to them. They will begin by drawing that object part by part, writing labels onto the drawing. You'll rally your students then to push themselves to be brave spellers. You'll celebrate moments when a child attempts to write a word, even if the resulting spelling doesn't look like the ones in a book; you'll remind your children to use helpful tools such as the name wall, the alphabet chart, and their collection of snap words.

In Bend II, students will write about places they love. You'll tell children that although these places are impossible to bring to show and tell at school, when they write about these places, they can still share them. They will continue to practice inventive spelling, as they label all that they are attempting to share.

Recommended Pacing

4 weeks (October)

Standards

Reading: Informational Text

R.I.K.1	With prompting and support, ask and answer questions about key details in a text.
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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).
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Reading: Foundational Skills

RF.K.1.	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none">1. Follow words from left to right, top to bottom, and page by page.2. Recognize that spoken words are represented in written language by specific sequences of letters.3. Understand that words are separated by spaces in print.4. Recognize and name all upper- and lowercase letters of the alphabet
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RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
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RF.K.4.	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
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Writing	
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.
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, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
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. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.
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.
SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).

	<p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>				
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>				
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>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>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>				
L.K.5.	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>				
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
Interdisciplinary Connections					
Mathematics					
K.G.	<p>Geometry:</p> <p>B. Analyze, compare, create, and compose shapes.</p>				
Instructional Focus					
<table border="1"> <tr> <th>Enduring Understandings:</th><th>Essential Questions:</th></tr> <tr> <td> <ul style="list-style-type: none"> Writers understand that writing is a way to show and tell by using an object that is special to inspire a drawing with labels and by describing it part by part. Writers can create show-and-tell books about important places by thinking about the parts of the topic, drawing and writing about them on </td><td> <ul style="list-style-type: none"> How can writers understand that writing is a way to show and tell? How do writers create show-and-tell books about important places? How can writers use patterns to create show-and-tell books? </td></tr> </table>		Enduring Understandings:	Essential Questions:	<ul style="list-style-type: none"> Writers understand that writing is a way to show and tell by using an object that is special to inspire a drawing with labels and by describing it part by part. Writers can create show-and-tell books about important places by thinking about the parts of the topic, drawing and writing about them on 	<ul style="list-style-type: none"> How can writers understand that writing is a way to show and tell? How do writers create show-and-tell books about important places? How can writers use patterns to create show-and-tell books?
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pages in a book, and focusing on words they know.

- Writers use patterns to create show-and-tell books by studying mentor authors to find inspiration and noticing that sentences start with an uppercase letter, contain mostly lowercase letters, have words separated by spaces, and end with a punctuation mark.

Evidence of Learning (Assessments)

Unit Common Assessment:

- Student Process Pieces

Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

Objectives (SLO)

Launching Writing Workshop

- Please keep in mind, before beginning the first unit, you will plan your lessons using [Bend 0: IMMERSION](#) - see below. This Immersion mini unit should take place in early September. The purpose is to support your Kindergarteners with understanding expectations, routines, and procedures for writing workshop, as well as creating an exciting, motivating environment and buzz for writing. See ideas below in the LAUNCHING section.

GETTING READY:

1. Set up an area where children can go to choose the paper on which they will write.
 - a. In the first bend, you'll offer the option of single sheets of blank paper, plus paper that contains a large box and some lines.
 - b. In Bends II and III, you'll channel children to write on stapled booklets, each which contains a cover page and several pages. Each page contains a box for drawing and some lines for writing.
 - i. Since students are moving from single pages to booklets, and to avoid a logjam at your writing center, you might put a stack of blank booklets on the center of tables or hand a booklet to each student during the link of the lesson.
2. You may want to have caddies containing pencils, post its, revision strips, scissors, tape, and glue for students to use when they are writing and making revision on the tables.
3. Keep the "When We Are Done We Have Just Begun" anchor chart displayed.
4. Before starting the unit, send a letter home to parents asking them to send in an object for students to write about.
 - a. You might want to set some ground rules for what the object should be - small enough to fit in a gallon plastic bag, not too costly, and something the students can keep at school for a few days.
5. Choose an object of your own to model with - a stuffed animal or childhood toy.
6. Have a few extra objects such as stuffed animals, action figures, cars - anything high-interest for students to write about.
7. PLAN AHEAD
 - a. In Session 11, it is suggested that your students celebrate with older children from another grade for about a half an hour in your room.

- b. The second event suggested is a celebration at the end of the unit where you transform your room into a bookstore and invite parents and administrators to visit.

Suggested Mentor Texts (for students to refer to during the unit)

- Bends I & II
 - *The Ultimate Book of Vehicles: From Around the World* by Ann-Sophie Baumann
 - *My Fridge: My First Book of Food* (Duopress Labs)
 - *On the Go* by Roger Priddy
 - *Best Little Word Book Ever* by Richard Scarry
 - *My First Farm: Let's Get Working!* by Dawn Sirett
 - *The Big Book of Bugs* by Yuval Zommer
- Bend III
 - Gather lots of patterned concept books with predictable patterns and high-frequency words (from levels A & B)
 - Suggested titles:
 - *Best Friends* by Tina Athaide
 - *Daisy's Party Dress* by Michele Dufresne
 - *Look at Me!* by Eleanor Flegg

Students will know: (Goals)

Students will be able to : (Teaching Points)

LAUNCHING LESSONS (Before you start the unit)

This takes place in September.

- Students will identify themselves as writers as they begin to understand that writing is an umbrella term that includes speaking, drawing, and coloring. Teachers may choose to create a class book, for example, “Mr./Mrs. Smith’s Writers” and allow each student to contribute a self-portrait as a writer.
 - Read Aloud - *My Library Mouse*, *My Squiggle Story*, *Harold and the Purple Crayon*, etc...
- Students will recognize that Writer’s Workshop is a special time of day with different components. Students will discuss behavioral expectations for the different parts of Writer’s Workshop: mini-lesson, shared writing, independent writing, and share time. Teachers may choose to create anchor charts for expectations.
 - Students might create a heart map and talk about how we write about things that are special or important.
 - Teachers might talk about how writers take their time to create pictures that are meaningful, colorful, and created with care.
- Writers do not always finish their writing/drawing during one workshop period. Writers use a “Writing Folder” to store their writing and writing resources. Writing folders have a section for work that is still being worked on and finished work. *At this point, teachers*

	<p><i>may want to establish expectations, routines, and organization for writing folders or binders.</i></p>
<p>IMMERSION (1 week)</p>	<p>Suggestion Lessons:</p> <p>LESSON 1 Writers can show and tell by sharing their ideas out loud. → Today the teacher will show and tell about an object, idea, etc.. Teacher will model oral storytelling.</p> <p>LESSON 2 Writers come up for ideas for writing. As a whole class, they will brainstorm topics that kindergarteners know a lot about. Teacher will make a whole class list. Teacher might want to show the writing process chart so that they understand that this is the first part of the process. Writing Process: THINK, SAY, SKETCH, LABEL, WRITE</p> <p>LESSON 3: Writers say it out loud and the sketch. The teacher will model drawing a picture of our toy/object/topic on one page and thinking aloud as they write details.</p> <p>LESSON 4: Writers use labels to add to their pictures. Adding Labels: As a whole class, the teacher will conduct a shared writing and with student input they will add labels to the single page.</p>
<p>BEND I: Writing Is A Way to Show & Tell</p> <p>GOAL: Writers understand that writing is a way to show and tell.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Session 1 <ul style="list-style-type: none"> ○ Rally children to write and draw about themselves ○ Celebrate tools that help - the name wall and the alphabet chart ○ Write more words on your papers - My ● Session 2 	<p>FOCUS: Writing About an Object</p> <ul style="list-style-type: none"> ● Writers write about objects that are meaningful. <ul style="list-style-type: none"> ○ Students will tell about a memorable object /toy and share the story or explain why it is special. Teachers may want to have students bring in the object. (Show & Tell) ● Writers take multiple steps in order to get their thoughts onto a page. Writers think, say, draw. Teachers may choose to begin an anchor chart about “What Writers Do” to elaborate on as students learn more about the writing process. ● Writers first think, “How will I draw this? What parts do I see?” and then they draw those parts. (Session 2) <ul style="list-style-type: none"> ○ Teachers may want to focus on some of the following... <ul style="list-style-type: none"> ■ Writers...

- Channel high energy into high productivity
- Write more words
- Talk time
- Session 3
 - Create transfer between isolated phonics work and writing
 - Writers push themselves to add even more
 - Support writing identities
- Session 4
 - Support reluctant writers
 - Celebrate brave attempts and hard work
 - Use interactive writing to create a class spelling chart
- Session 5
 - Predictable, quick interventions to keep the whole class writing up a storm
 - Prepare a piece for the Museum Store
 - Celebrate with a Show-and-tell Museum Walk

- Draw a sketch in pencil
- Think about what shapes they see to help them draw.
- Add details to their drawings
- Use color words to help them
- Think about how the object moves and how we might draw it.
- When writers draw, they use pencil first because everyone makes mistakes and mistakes help them learn. *At this point, teachers may choose to elaborate and extend this lesson on drawing/coloring and include strategies for drawing/coloring neat and detailed pictures.*
- Writers add labels to their sketches.
 - Writers think about initial sounds and try to write the first sound they hear.
 - Writers use their alphabet charts to help them label.
 - Writers can be brave by using everything they know to spell the best they can. (Session 4)
- Writers understand that writing partners can help each other find ways to make their writing better. (Session 5)

BEND II: Writers Write Show-and-Tell Books about Important Places

GOAL: Writers can create show-and-tell books about important places.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Session 6
 - Build momentum for the new work and support idea generation
 - Picture our topics in our minds to show them on the page
 - Talk and tell to get ready for writing more books
- Session 7
 - Support children as they move through the writing process
 - Set up reminders for writing time
 - Show and tell with partners
- Session 8

FOCUS: Writing About a Place

- Writers think about places that are important to them, describe them out loud, and create a sketch, adding labels that make sense.
 - Writers may write about places in their home, community, or places they have visited.
 - Writers make maps to help recall details.
 - Writers use transitional phrases to help them talk about their writing.
 - I see...
 - I have...
 - I like
- Writers talk about their writing by sharing what they are making, what they are proud of, and what is tricky. (Session 11)

The lessons above should take place across an entire week.

During the 4th week, students will write with more independence. Students can choose to write about an object or a place. Teachers should coach in, pulling small groups or conferring, as needed, and/or revisiting teaching points in the above two bends, as per student need.

- Support students who are ready to write sentences using interactive writing
- Use flaps to make books fun to read
- Give compliments to other writers
- Session 9
 - Give students extra practice with high-frequency words
 - Start your words on the left
 - Turn words into “snap words” - Like
- Session 10
 - Predictable, quick interventions to keep the whole class writing lots!
 - Remind students to remember to reread, especially when writing lots of words
 - Take stock and make plans
- Session 11
 - Compliment writing on their growth
 - Give compliments about pictures, words, or being the boss of their own writing
 - Show off our books and the proud parts

Suggested Resources/Technology Tools

[School-to-Home Connection Parent Letter](#)

[Correlations to the NJSLs](#)

[Mentor Text and Suggested Resources List](#)

This list contains all suggested resources and texts cited within *Show and Tell: From Labels to Pattern Books*.

Anchor Charts

To Show and Tell

[Color](#) / [B&W](#)

Brave Spellers

[Color](#) / [B&W](#)

Writing Partners

[Color](#) / [B&W](#)

To Write a Show and Tell Book

[Color](#) / [B&W](#)

Session 1

["To Show and Tell" anchor chart](#)

Alphabet chart [Color](#) / [B&W](#)

["How to Learn a Word" anchor chart from Grade K, Unit 1, Units of Study in Phonics](#)

Session 2

["To Show and Tell" anchor chart](#)

[FIG. 2-1 Teacher drawing with inventive spelling.](#)

[FIG. 2-2 Nicholas drew and labeled his stuffed dog.](#)

[FIG. 2-3 Valery drew and wrote about her stuffed chick.](#)

Session 3

["When We Are Done, We Have Just Begun!" anchor chart from Grade K, Unit 1, Units of Study in Opinion, Information, and Narrative Writing](#)

["To Show and Tell" anchor chart](#)

[Link to video of "What I Am" song from Sesame Street](#)

[FIG. 3-1 Jeremiah went back and stretched to hear more sounds on his drawing of an elephant.](#)

[FIG. 3-2 Braedan stretched to hear more sounds on her cat drawing.](#)

Session 4

[Alphabet chart Color / B&W](#)

["Brave Spellers" anchor chart](#)

[FIG. 4-1 Teacher example with inventive spelling](#)

[FIG. 4-2 Andre went back and added more words to his drawing of his Lego tower.](#)

[FIG. 4-3 Adele went back and added to her drawing of her Panda.](#)

[FIG. 4-4 A student adds to "Brave Spellers" chart](#)

[FIG. 4-5 Final "Brave Spellers" chart created through interactive writing](#)

Session 5

["Writing Partners" anchor chart](#)

[FIG. 5-1 Megan went back and added the high-frequency word the to her drawing of a tower.](#)

[FIG. 5-2 Selena went back and added my to her words.](#)

Session 6

[Paper sample: Cover page](#)

[Paper sample: Box with 2 lines](#)

[Paper sample: Box with 3 lines](#)

[Paper sample: Box with 4 lines](#)

["To Write a Show-and-Tell Book" anchor chart](#)

["Get an Idea" chart](#)

Session 7

["Brave Spellers" anchor chart](#)

["Writing Partners" anchor chart](#)

[FIG. 7-1 Julie's writing about her house.](#)

Session 8

["Writers Decide!" chart](#)

["A Progression of Spelling Development" chart](#)

["Writing Partners" anchor chart](#)

[FIG. 8-3 Cora added a flap to her book about the park.](#)

[FIG. 8-4 Natalie added a flap to her book about the zoo.](#)

Session 9

[Class book, page 1](#)

["To Write a Show-and-Tell Book" anchor chart](#)

["A Progression of Spelling Development" chart](#)

["How to Learn a Word" anchor chart from Grade K, Unit 1, Units of Study in Phonics](#)

[FIG. 9-1 Andrew's book about his house.](#)

Session 10

[Class book, page 2](#)

["To Write a Show-and-Tell Book" anchor chart](#)

[Paper sample: Cover page](#)

[Paper sample: Box with 2 lines](#)

[Paper sample: Box with 3 lines](#)

[Paper sample: Box with 4 lines](#)

["A Progression of Spelling Development" chart](#)

Session 11

["Writers Talk About Their Writing" chart](#)

["Compliment Conference Tips" sheet](#)

[Student writing labels template](#)

[FIG. 11-1 Anna's writing about her grandmother's house.](#)

Session 12

["To Write a Show-and-Tell Book" anchor chart](#)

Session 13

["Snap Words You May Know \(including More Snap Words\)" chart](#)

["A Progression of Spelling Development" chart](#)

[FIG. 13-1 Teacher making sentences out of high-frequency words.](#)

[FIG. 13-2 Paula's pattern book about fashion.](#)

[FIG. 13-3 Lucia's pattern book about the movie Frozen](#)

Session 14

[FIG. 14-1 Robbie went back to his pattern book about iPads and added a first sentence—his opinion about iPads.](#)

[FIG. 14-2 Special Announcement signs](#)

Session 15

[Teacher demonstration "Look at me jump."](#)

["Writing Partners" anchor chart](#)

Session 16

["Snap Words You May Know \(including More Snap Words\)" chart](#)

[High-frequency word cards \[Color\]\(#\) / \[B&W\]\(#\)](#)

[Link to song "Happy" by Pharrell Williams](#)

[My Vowel Chart](#)

["The Writing Song!" lyrics](#)

[FIG. 16-1 A student lays out their snap word collection to make a sentence.](#)

Session 17

[Teacher demonstration "Dancing is fun!"](#)

["To Write a Show-and-Tell Book" anchor chart](#)

Session 18

[Teacher demonstration, "Look at me twist."](#)

["To Write a Show-and-Tell Book" anchor chart](#)

["Snap Words You May Know \(including More Snap Words\)" chart](#)

Session 19

Modifications

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Work productively in teams while using cultural/global competence.

Unit 2a - Reading

Super Powers: Reading with Print Strategies and Sight Word Power (Book 2)

Summary and Rationale

In this unit, readers will learn that they have lots of “super powers” (strategies) to read with even greater skill! Readers will understand that the print conveys meaning. In the first bend, the focus is on “super powers” for reading. The spotlight will be on “pointer power” which is pointing as they read familiar texts, using one-to-one matching, tapping each word just once, checking that their reading makes sense, and pointing to words they know “in a snap.” Then, in the second bend, readers will move from familiar texts to unfamiliar ones remembering to use their “super powers”. Readers will learn that it helps to use a combination of strategies when reading (use picture clues, begin to search visual information, use the sound of the first letter of a word and newly learned snap words, and develop persistence as readers when they feel stuck). In the final bend, readers will draw on all of their “super powers” as they read.

Recommended Pacing

8 weeks (November-December)

Standards

Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
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.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.

Reading: Informational Text

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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).
RI.K.10	Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none">1. Follow words from left to right, top to bottom, and page by page.2. Recognize that spoken words are represented in written language by specific sequences of letters.3. Understand that words are separated by spaces in print.4. Recognize and name all upper- and lowercase letters of the alphabet.
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RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> 1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) 5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> 1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. 2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 3. Read high-frequency and sight words with automaticity. 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>
Writing	
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.
Speaking and Listening	
SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>
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.
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 ideas clearly.
Language	
L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Interdisciplinary Connections	
Standards: Social Studies	
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
Integration of Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Instructional Focus	

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers point, tap, and rely on partners to read the actual words. • Readers build strategies to tackle difficult words by using the pictures, the first letter of the word, and reading “snap” words. • Readers bring books to life by using their voices, punctuation, and talking about the story. 	<ul style="list-style-type: none"> • How can I read what the words actually say? • How can I tackle tricky words? • How can I use my voice to read smoothly and understand the book?
Evidence of Learning (Assessments)	
Reading: <ul style="list-style-type: none"> • TC Running Record Reading Assessments 	
Objectives (SLO)	
GETTING READY: <ul style="list-style-type: none"> • Gather books for book tubs for independent and partner reading times • Place copies of charts or tools like class name chart, an alphabet chart, and word wall charts in tubs for readers to read • By the end of Bend II start book baggies • Gather mentor texts: songs and chants like “The Itsy-Bitsy Spider”; <i>In the Garden</i> by Annette Smith, Beverley Randell, and Jenny Giles; <i>It’s Super Mouse</i> by Phillis Root • Some sort of pointer (like a tongue depressor) for each reader -(Bend 1) • Gather Read Aloud and Shared Reading books: <i>So Much</i> by Trish Cooke and <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin Jr and Eric Carle 	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>BEND I: Readers use super powers to look and point, and then read everything.</p> <p>GOAL: Readers point, tap, and rely on partners to read the actual words.</p> <p>-----</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> • Rally around the new work of the unit while collecting valuable data. (Session 1) • Support children at different levels of proficiency. (Session 2) • Support students who are below benchmark. (Session 3) 	<ul style="list-style-type: none"> • Readers use the power of pointing under each word to read what it actually says (Session 1: Mini-Lesson). • Readers use their pointer power to make sure the number of words they read matches the number of times they point. If there are leftover words or extra words read, readers go back, reread, and make it match (Session 2: Mini Lesson). • Readers give each word just one tap when they use pointer power, even the long words (Session 3: Mini-Lesson). • Readers can fix their pointer power by reading words they know in a snap to keep track of their right words (Session 4: Mini-Lesson). • Reading partners can strengthen their reading by double checking each other’s pointing power (Session 5: Mini-Lesson).

<ul style="list-style-type: none"> ● Use small groups shared reading to support one-on-one matching. (Session 4) ● Monitor partnerships to see if they are applying all they've learned. (Session 5) 	
<p>BEND II: Readers use strategies to tackle even the hardest words.</p> <p>GOAL: Readers build strategies to tackle difficult words by using the pictures, the first letter of the word, and reading “snap” words.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Support readers through guided reading. (Session 6) ● Support readers in building a bank of high-frequency words. (Session 7) ● Support students with a variety of small groups. (Session 8) ● Check in with individual readers to follow up with students' goals. (Session 9) 	<ul style="list-style-type: none"> ● Readers use picture to help them predict and read unfamiliar words. (Session 6: Mini-Lesson). ● Readers make more snap words for themselves. (Session 7: Mini-Lesson). ● Readers look at the first letter and say the first sound to help them predict and read an unfamiliar word. (Session 8: Mini-Lesson). ● Readers try one thing and then another when they are stuck. (Session 9: Mini-Lesson). ● Readers monitor which reading powers they use the most and set goals to use others more. (Session 10: Mini-Lesson).
<p>BEND III: Readers bring their reading to life by rereading with more fluency, expression, and even a little drama.</p> <p>GOAL: Readers bring books to life by using their voices, punctuation, and talking about the story.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Coach readers to develop their fluency. (Session 11) ● Readers use the pattern to sing out their books. (Session 12) ● Push high-level readers to tackle new challenges. (Session 13) ● Put it all together: integrating meaning, structure, and visual cues. (Session 15) ● Support students in preparing for the gift of reading. (Session 17) 	<ul style="list-style-type: none"> ● When readers use all their super powers, they can bring books to life. Readers can read books to others with smooth voices (Session 11: Mini-Lesson). ● Readers use the pattern to sing the words that are the same on every page. Patterns help readers read faster and smoother (Session 12: Mini-Lesson). ● Readers use punctuation to figure out how to read so the book so it comes to life for listeners (Session 13: Mini-Lesson). ● Readers use their voices in different ways as they read to show they understand the book. They match their tone to the feelings in the book (Session 14: Mini-Lesson). ● Readers can activate book talk power by not only reading books, but talking about books, too. Readers can start book talk power by introducing their book to their partner and reading it together (Session 15: Mini-Lesson). ● Readers see things in books that seem important, surprising, or funny. Readers talk about their book by retelling it to their partner (Session 16: Mini-Lesson). ● Readers share their gift of reading by reading to others (Session 17: Mini-Lesson).

Read-Aloud:

Throughout this unit, outside of reading workshop, readers should be exposed to richer literature than the books they are reading independently through interactive read alouds; therefore, in this unit, you should choose picture books that feature engaging characters and strong story language, much like the emergent storybooks you read across the last unit. Choose picture books that are similar to Kevin Henkes' *Wemberly Worried*, Rosemary Wells' *Yoko*, or Audrey Penn's *The Kissing Hand*.

In this unit, *So Much!*, by Trish Cooke, is a planned interactive read aloud and post-it notes are provided in the unit of study to support the implementation of the read aloud. During this planned interactive read aloud, the teacher will model for the students and prompt students to turn and talk, when appropriate. All students should be working with their partners to turn and talk during the interactive read aloud. The planned read aloud, provided in the unit, provides two sessions; in session two, the teacher would re-read the text, *So Much!*, from a new lens to deepen the thinking. The lesson plan can be found at the back of reading unit 2 (p. 102).

Shared Reading:

Throughout this unit, outside of reading workshop, readers should have opportunities to revisit texts as a class from different lenses. Teachers may want to choose texts just above the benchmark text level for this time of year.

In this unit, *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin Jr, and a familiar song, text, or chart of your choice, such as the "alphabet chart", are suggested. The same text will be shared across multiple days, each day with a different focus. The lesson plan can be found at the back of reading unit 2 (p. 109).

Below are suggested lenses, in this unit, for each day's shared reading time:

DAY ONE: Falling in Love with the Book

- Readers listen to the rhymes, use the pictures to guess the word (building meaning), and work on one-to-one matching.

DAY TWO: Looking Closely at Pictures

- Readers study the pictures to notice more details and use the pictures to help find words.

DAY THREE: Word Play

- Readers highlight high-frequency words and play with rhyme.

DAY FOUR: Fluency

- Readers will read more smoothly, automatically, and with appropriate rate, prosody and intonation, as well as begin to attend to punctuation.

DAY FIVE: Extending the Text

- Readers use strategies they've built across the week to reread the text and extend comprehension.

Suggested Resources/Technology Tools

School-To-Home Connection Parent Letter**Mentor Texts:**

"The Itsy-Bitsy Spider" song

It's Super Mouse, by Phyllis Root

In the Garden, by Annette Smith, Beverley Randell, and Jenny Giles

Read-Aloud and Shared Reading Texts

So Much, by Trish Cooke

Brown Bear, Brown Bear, What Do You See?, by Bill Martin Jr. and Eric Carle

Websites:

[Teachers College Reading and Writing Project Website](#)

[Starfall](#)

[Free Rice](#)

[Scholastic Book Wizard](#)

Correlations to the Common Core State Standards

Anchor Charts

We Are Super Readers!

[Color](#) / [B&W](#)

Readers Read with a Partner

[Color](#) / [B&W](#)

Session 1

[Link to Spider-Man Theme Song](#)

["Readers Read with a Partner" anchor chart](#)

Session 2

[Link to finger flashlights](#)

["Readers Read with a Partner" anchor chart](#)

Session 3

[Link to "The Clean Up Song" lyrics](#)

Session 4

["Readers Read with a Partner" anchor chart](#)

Session 5

[Private Reading and Partner Reading signs](#)

["Readers Read with a Partner" anchor chart](#)

Session 6

["We Are Super Readers!" anchor chart](#)

["Readers Read with Partners" anchor chart](#)

Session 7

["We Are Super Readers!" anchor chart](#)

[Word Identification Assessment sheet](#)

Session 8

["We Are Readers!" anchor chart](#)

Session 9

["We Are Super Readers!" anchor chart](#)

["Readers Read with a Partner" anchor chart](#)

Session 11

["We Are Super Readers!" anchor chart](#)

Session 12

["We Are Super Readers!" anchor chart](#)

Session 15

["We Are Super Readers!" anchor chart](#)

Session 17

["We Are Super Readers!" anchor chart](#)

Read Aloud

["Readers TALK About Books" chart](#)

Read Aloud Prompts for So Much!

[Color](#) / [B&W](#)

Modifications

See suggestions for implementation listed under each goal.

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2b - Writing

Intro to Writing: From Storytelling to Pattern Books (Book 1)

Summary and Rationale

During this unit, our young writers will begin thinking about writing as storytellers. They will learn that storytellers create true stories (personal narrative) using objects that tell a real story. By beginning with storytelling, students can connect with the idea of writing using oral rehearsal (writing aloud) as a strategy for telling stories. Then, they will learn that writers plan their stories by touching and saying across the pages before sketching and labeling. While focusing on adding detail to their pictures, they will think about how to draw people so that they look realistic in their story and include the background (setting) in their drawings. They will then orally share their stories that they have sketched and labeled. After revising their sketches and really working on adding detailed sketches and labels, the writers will study pattern books and begin to create some. They will notice how pattern books are different from the stories they had just written with pictures. They will also use the skills they learned as they sketched their stories and realize that their pictures tell a more detailed story about their sentence. By the end of this unit, students will be able to plan a story, write it across the page using pictures and labels, and add a simple sentence that follows a pattern.

Recommended Pacing

8 weeks (September-October)

Standards

Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
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Reading: Informational Text

R.I.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).
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Reading: Foundational Skills

R.F.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none">1. Follow words from left to right, top to bottom, and page by page.2. Recognize that spoken words are represented in written language by specific sequences of letters.3. Understand that words are separated by spaces in print.4. Recognize and name all upper- and lowercase letters of the alphabet.
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R.F.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none">1. Recognize and produce rhyming words.2. Count, pronounce, blend, and segment syllables in spoken words.3. Blend and segment onsets and rimes of single-syllable spoken words.4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
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R.F.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none">1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.3. Read high-frequency and sight words with automaticity.4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
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R.F.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>
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Writing

W.K.2	<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>
W.K.3	<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>
W.K.5	<p>With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>
W.K.6	<p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Speaking and Listening	
S.L.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>
S.L.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.
S.L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
S.L.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	
L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
Integration of Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Social Justice Standards	
ID.K-2.2	I can talk about interesting and healthy ways that some people who share my group identities live their lives.

Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers start with something to say and then do everything they can to put that meaning onto the page. Writers reread what they have written, realize they have more to say, and add on to their writing. Writers write focused, true stories. Writers revise and edit stories to make those stories the best they can be. 	<ul style="list-style-type: none"> How do writers put their thoughts onto the page? How do writers add more information to their writing? How do writers write about true stories from their lives? How do writers fix up their writing to be published?
Evidence of Learning (Assessments)	
<p>Unit Common Assessment:</p> <ul style="list-style-type: none"> On demand post (use writing prompt for “narrative”) <ul style="list-style-type: none"> Assess Elements: Overall, Lead, Transitions, Elaboration, Craft (see Writing Rubrics below) <p>Writing:</p> <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists 	
Objectives (SLO)	
<p>GETTING READY:</p> <ul style="list-style-type: none"> Choose writing paper- starting with blank paper and paper with a large picture space with one line- ending the unit with booklets Put together writing caddies- pens, a date stamp, a mini stapler, tape, extra paper, Post-its, and strips and flaps that students can add on to their writing Choose a type of writing folder/binder for each student Pull out <i>Freight Train</i> by Donald Crews and <i>Creak! Said the Bed</i> by Phyllis Root Patterns of Wonder (POW) highlighted lessons. 	
Students will know: (Goals)	Students will be able to : (Teaching Points)

BEND 1: Storytelling

GOAL: Writers use storytelling strategies to tell small moment stories.

Storytellers create true stories (personal narrative) using objects that tell a real story.

IMMERSION: Suggested Lesson Ideas

- Read Aloud - Knuffle Bunny - Teachers might use this to model a story about an object, in this case, a bunny. Let students know that they will tell a story about an object using storytelling.
- The teacher will model strong storytelling skills by storytelling in front of the class using an object, telling a true story about the object.

INDEPENDENT PRACTICE: Suggested Lesson Ideas

*See POW Lessons 1.1-1.9 for Storytelling supplements..

Writers are not writing words; lessons in POW focus on oral and pictorial storytelling.

- Students can utilize the object from the first writing unit in a new way. Before they described it, now they will tell a story about a time they used it, got it, lost it, etc...
- Students can practice storytelling about their object with a partner.
 - Storytellers practice story beginnings, naming the who, what, where, when.
 - Storytellers practice telling the middle and the ending, practicing a few different ways to see what they like the best.
- Storytellers think about how they feel about the object and add those details into the story.
- Storytellers think about the words they use to keep the audience interested.
 - During this lesson, you should take time to address Social Justice Standard ID.K-2.2 (I can talk about interesting and healthy ways that some people who share my group identities live their lives).
 - This is a good time to incorporate Soup Day from the diverse texts list.
 - Thank You, Omu - Read Aloud - this book can introduce students to how to use “juicy” words
 - Teachers may want to create anchor charts to support students with different words they can choose.
 - Feeling Words
 - Taste Words

- Sensory Words

BEND II: Drawing Across the Pages

Goal: Writers can create stories across more than one page.

- Writers can tell stories through their drawings.
 - See POW Lesson 1.1 and 1.2 (pages 88-96)
 - Writers will begin to rehearse the story they told about their object and plan their writing of their story by touching and saying across the pages.
 - Writers should revisit “What Writers Do” anchor chart and remember to think, say, and draw in that order.
- When writers draw stories, they should include who was there and where.
 - See POW Lessons 1.3 and 1.4 (pages 97-107)
- Writers include what happened first, next, and last in their storytelling.
 - See POW Lesson 1.9 (page 129)
- Writers think about where they were and what they were doing and use these details to make their drawings even better.
- Writers think about how to draw people so that they look realistic in their story.
 - Are you dressed for the weather?
 - Faces should reflect how the character is feeling
 - Feet should be on the ground,
 - unless they are jumping (people don’t float)
- Writers include the background (setting) in their drawings.
 - See POW Lessons 1.5-1.8 (pages 108-128)
 - They ask questions such as:
 - Is the sun in the sky?
 - Are there stars out?
 - Is there snow on the ground?
- Writers look over their drawings and ask: What else could I add to my story?
 - They then go back and add something.
- Writers add labels to their stories.
- Writers show and tell their stories to others.

BEND III: Pattern Books

GOAL: Writers create pattern books.

SHARED WRITING IDEAS

- DAY ONE: Teacher will use shared writing so the entire class can work on a shared topic and the teacher can model the process with a pattern book. The teacher may want to start this lesson by reading a pattern book to the class, noticing the repetitive structure, and then starting the planning process for an “I SEE” pattern book. This may include creating a cover and two detail pages - three pages overall.
- DAY TWO: Model sketching for the shared piece with students sharing suggestions and the teacher sketching.
- DAY THREE: On this day the teacher will model adding labels, words, and/or color to the pattern book, with input from the class as they work on the shared piece.

- Writers study pattern books to notice how pattern books are different from the stories they had just written with pictures.
 - Students will notice how there are words, sentences, and punctuation.
 - POW Lessons 2.1-2.3 (pages 136-149)
 - They will also notice that pattern books do not have labels.
 - Teacher will take some time to introduce the parts of a sentence and identify how to find the pattern (the repeated words).
- Students will choose independent topics for their pattern books.
 - Teachers might give suggestions for the pattern book or assign a pattern for the first book. Possible pattern book ideas:
 - I see...
 - I can...
 - I like...
 - I play...
 - I eat...
- Writers understand that their pictures tell a more detailed story about their sentence.
 - For example, if they write an “I see” book and they write, I see a ball, in the picture, they will add so much more detail. They might draw themselves kicking a soccer ball in a uniform on a grass field in the hot sun.
- Writers can write pattern books using high-frequency words. (Session 13)
- Writers create multiple pattern books.
- Writers make sure that the pictures match the sentence.
- Writers notice that sentences start with an uppercase letter, contain mostly lowercase letters, have words separated by spaces, and end with a punctuation mark. (Session 14)
- Writers can make their writing easy to read by slowing down to leaving space between words. (Session 15)
- Writers celebrate their writing by sharing it with others. (Session 19: Bookstore Celebration)

Suggested Resources/Technology Tools

[School-To-Home](#) Connection Parent Letter

Mentor Texts:

- *Freight Train*, by Donald Crews
- *Creak! Said the Bed*, by Phyllis Root (or a text with speech bubbles or short bits of dialogue)

- *Naked Mole Rat Gets Dressed*, by Mo Willems (or a text that shows action through illustrations)
- *Farm Animals* (or books with more than one author)

Websites:

[Starfall](#)

[Kinderworld](#)

iPad Apps:

BrightStart

Little Writer for Kids

Phonics Awareness

Puppet Pals

Doodle Buddy

ABC Alphabet Lite

ABC Magic

Farmyard

[Correlations to the](#) NJSLS

Anchor Charts

When We Are Done We Have Just Begun

[Color](#) / [B&W](#)

I Can Revise My Teaching Book!

[Color](#) / [B&W](#)

How to Write a True Story

[Color](#) / [B&W](#)

Session 1

[FIG. 1-1 Fabian's writing](#)

[FIG. 1-2 Joseline's writing](#)

[FIG. 1-3 Isabella's writing](#)

Session 2

[FIG. 2-1 Daniel's piece](#)

[FIG. 2-2 Sophie's drawing](#)

[Chart: When We Are Done...](#)

[Anchor chart: When We Are Done We Have Just Begun!](#)

Session 3

[FIG. 3-1 Shari's writing: *Elevator*](#)

Session 4

[FIG. 4-1 Gabriela's writing](#)

[FIG. 4-2 Teacher demonstration](#)

[FIG. 4-3 Fabian's addition](#)

[FIG. 4-4 Fabian's writing](#)

[FIG. 4-5 Margay's writing](#)

[FIG. 4-6 Ryan's writing](#)

[FIG. 4-7 Sebastian's detailed drawing](#)

[FIG. 4-8 Aleysa's writing](#)

Session 5

[FIG. 5-1 Draco's writing](#)

[FIG. 5-2 Paloma's writing](#)

[FIG. 5-3 Class playground piece](#)

Session 6

[FIG. 6-1 Nicky's writing](#)

[FIG. 6-2 Zoe's writing](#)

Session 7

[FIG. 7-1 Luka's scroll](#)

[Chart: When We Are Done...](#)

[Anchor chart: When We Are Done We Have Just Begun!](#)

[FIG. 7-2 Deja's writing](#)

[FIG. 7-3 Paloma's writing](#)

[Chart: I Can Revise My Teaching Book](#)

[Anchor chart: I Can Revise My Teaching Book!](#)

Session 8

[FIG. 8-1 Aleysa's writing](#)

[FIG. 8-3 Zoey's writing](#)

Session 9

[FIG. 9-1 Teacher's drawing of the honeycomb](#)

[FIG. 9-2 Evelyn's writing](#)

[Chart: I Can Revise My Teaching Book](#)

[Anchor chart: I Can Revise My Teaching Book!](#)

[FIG. 9-3 Fabian's first page](#)

Session 10

[FIG. 10-1 Teacher's drawing of a swarm of bees](#)

[FIG. 10-2 Teacher's drawing with words added](#)

[FIG. 10-3 Deleana's writing](#)

[FIG. 10-4 Jordan's writing](#)

[FIG. 10-5 Part of a high-frequency word chart](#)

Session 11

[Information Writing Checklist, Kindergarten and Grade 1](#)

[FIG. 11-1 Draco's writing](#)

[FIG. 11-2 Clarissa's writing](#)

Session 12

[FIG. 12-1 Yatri's writing](#)

[Chart: When We Are Done...](#)

[Anchor chart: When We Are Done We Have Just Begun!](#)

[FIG. 12-2 Liam's writing](#)

[FIG. 12-3 Mikey's writing](#)

[FIG. 12-4 Matthew's writing](#)

[FIG. 12-5 Emma's writing](#)

Session 13

[Chart: How to Write a True Story](#)

[Anchor chart: How to Write a True Story](#)

[FIG. 13-2 Joseline's writing](#)

[FIG. 13-3 Zoe's writing](#)

Session 14

[FIG. 14-1 My writing](#)

[Chart: How to Write a True Story](#)

[Anchor chart: How to Write a True Story](#)

[FIG. 14-2 Hevin's writing](#)

[FIG. 14-3 James's writing](#)

Session 15

[FIG. 15-1 Draco's writing](#)

Session 16

[Chart: How to Write a True Story](#)

[Anchor chart: How to Write a True Story](#)

[FIG. 16-1 Hailey's writing](#)

Session 17

[Chart: How to Write a True Story](#)

[Anchor chart: How to Write a True Story](#)

[Narrative Writing Checklist, Kindergarten and Grade 1](#)

[FIG. 17-1 Joseline's writing](#)

Session 18

[FIG. 18-1 Tanisa's writing](#)

[FIG. 18-2 Gabriela's writing](#)

[Narrative Writing Checklist, Kindergarten and Grade 1](#)

Session 19

[FIG. 19-1 Casey's favorite page](#)

[FIG. 19-2 Deja's writing](#)

[FIG. 19-3 Evelyn's writing](#)

[FIG. 19-4 Natalie's writing](#)

[FIG. 19-5 Johanna's writing](#)

Writing Paper Choices

[Paper Choice: Box with 2 Lines \(Horizontal\)](#)

[Paper Choice: Box with 3 Lines \(Horizontal\)](#)

[Paper Choice: Letter](#)

[Paper Choice: Dedication Page](#)

[Paper Choice: Box Only - for Poster, Sign, or Large Picture](#)

[Paper Choice: Box with 5 Lines](#)

[Paper Choice: Booklet Page - Box with 4 Lines](#)

[Paper Choice: Booklet Page - Box with 7 Lines](#)

[Paper Choice: Divided Box and 4 Lines](#)

[Paper Choice: Divided Box and 5 Lines](#)
[Paper Choice: Heading, Box, and 5 Lines](#)
[Paper Choice: Heading, Box, and 6 Lines](#)
[Paper Choice: 8 Lines \(No Box\)](#)

Modifications

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3a - Reading

Emergent Reading: Looking Closely at Familiar Texts (If...Then...Curriculum)

Summary and Rationale

This unit serves as a review resource for students returning from winter recess. Students built a foundation in concepts of print in Units 1a and 2a, but they may still be developing their letter/sound correspondence. This unit provides support with emergent literacy, concepts about print, and early reading behaviors as well as an introduction to character study. The first bend reminds students how stories go and leads into students' abilities to think more deeply about story elements such as characters and plot. Then, in the second bend, readers learn that studying the pictures closely can help them to notice more in their stories. Finally, in bend three, readers build "book talk" strategies as they learn to talk with others about what they read.

Recommended Pacing

8 weeks (January-February)

Standards

Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
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).

Reading: Informational Text

RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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).

Reading: Foundational Skills

RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> 1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters.
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	<p>3. Understand that words are separated by spaces in print.</p> <p>4. Recognize and name all upper- and lowercase letters of the alphabet.</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. (This does not include CVCs ending with /l/, /r/, or /x/.)		
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>		
Speaking and Listening			
SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>		
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.		
Language			
LK.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>		
LK.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>		
Instructional Focus			
<table border="1"> <tr> <td>Enduring Understandings:</td><td>Essential Questions:</td></tr> </table>		Enduring Understandings:	Essential Questions:
Enduring Understandings:	Essential Questions:		

<ul style="list-style-type: none"> • Readers reread and look closely at books they know well to make their reading sound like a story. • Readers reread and write words to look closely and notice more in the story. • Readers invent fun things to do with books they know really well. 	<ul style="list-style-type: none"> • How can I notice more and more in the books I read, and sound more and more like a storyteller? • How can I use print to read, notice details, and understand my books? • How can I read and have conversations about familiar books to help me understand them even better?
Evidence of Learning (Assessments)	
Unit Common Assessment: Reading: <ul style="list-style-type: none"> • TC Running Record Reading Assessments 	
Objectives (SLO)	
GETTING READY * This unit’s mini-lessons are not as clear cut as other units. Read through the If...Then... curriculum to choose mini-lessons. <ul style="list-style-type: none"> • Refer to the online digital resource linked below in the resources for this unit (helpful hint: print unit). • Gather emergent storybooks to read aloud and for shared reading such as <i>Caps for Sale</i> by Esphyr Slobodkina, <i>Harry the Dirty Dog</i> by Gene Zion, <i>Bunny Cakes</i> by Rosemary Wells, <i>Corduroy</i> by Don Freeman, and <i>Mike Mulligan and His Steam Shovel</i> by Virginia Lee Burton. • A variety of big books that may not have a lot of pictures, but rich in language, such as <i>The Farm Concert</i>, <i>Dan, the Flying Man</i>, and <i>Hairy Bear</i>, all by Joy Cowley. • Multiple copies of familiar storybooks and shared-reading texts your students know-place these in bins for students to share (many teachers refer to these books as “star books”, “old favorites”, or “emergent storybooks”). • Strategically assign partnerships. 	
Students will know: (Goals)	Students will be able to: (Teaching Points)

<p>BEND I: Readers transfer and extend what they have learned about storytelling to work through difficulties and challenges across many more and different stories.</p> <p>GOAL: Readers reread and look closely at books they know well to make their reading sound like a story.</p>	<ul style="list-style-type: none"> • Readers reread old storybooks and don't just name what they see, they think about feelings and what is happening (Mini-Lesson p. 10). • Readers retell what is happening in the pictures with a focus on the feelings of the characters in their retell (Mini-Lesson p. 10). • Readers notice when a character has an especially strong feeling and use a Post-it to mark those pages to share with a partner by acting out and thinking about how the would character feel, look, sound, and act (Mini-Lesson p. 11).
<p>BEND II: Readers reread and use writing to figure out what words to use when they tell a story.</p> <p>GOAL: Readers reread and write words to look closely and notice more in the story.</p>	<ul style="list-style-type: none"> • Readers use "sound power" to segment the sounds in words they say by saying the word very slowly and listening for all the sounds (Mini-Lesson p. 14). • When readers reach a tricky word, they point to the beginning of the word, say the sound, and assimilate the beginning sound with the picture to approximate a word that makes sense. • Readers point and say labels for the pictures in the books they read to help them know which words are important for telling the story (Mini-Lesson p. 13). • Readers use sight words, such as <i>the</i>, <i>a</i>, and <i>and</i> to point and say labels with more than one word (Mini-Lesson p. 15).
<p>BEND III: Readers read and talk about books in many ways.</p> <p>GOAL: Readers invent fun things to do with books they know really well.</p>	<ul style="list-style-type: none"> • When readers notice something they want to share, they put a Post-it on the page to save it for partner time (Mini-Lesson p. 17). • When readers talk about their book, it looks and sounds different from storytelling across the pages or retelling (Mini-Lesson p. 17-18). • Readers elaborate, by inferring and saying more about why something happened (Mini-Lesson p. 18). • Reading partners can ask each other questions to make their talk stronger and to nudge each other toward higher level thinking and questioning (Mini-Lesson p. 18). • Readers act out parts of their story with a partner with puppets, props, scenery, facial expressions, and actions.
<p>Suggested Resources/Technology Tools</p>	
<p>School-To-Home Connection Parent Letter</p> <p>Teachers College Reading and Writing Project Website</p>	

Emergent Reading: Looking Closely at Familiar Texts (Online Unit)

Please note that this unit is NOT a spiral book. Instead, it is an online resource. Please click the top link below to access the unit. The pages in the teaching points below refer you to this online unit.

[Emergent Reading: Looking Closely at Familiar Texts](#)

["Beginning, Middle, End" song](#)

[Stages of Emergent Storybook Reading](#)

Read Aloud and Shared Reading Texts:

Caps for Sale by Esphyr Slobodkina

Harry the Dirty Dog by Gene Zion

Bunny Cakes by Rosemary Wells

Corduroy by Don Freeman

Mike Mulligan and His Steam Shovel by Virginia Lee Burton.

Big Books:

The Farm Concert

Dan, the Flying Man

Hairy Bear, all by Joy Cowley.

Websites:

[Storyline Online](#)

[Starfall](#)

iPad Apps:

Chatterkid

MeeGenius

Hooked on Phonics

Phonics Awareness

Phonics Vowels

Sight Words

Anchor Charts

We Are Storybook Readers!

[Color](#) / [B&W](#)

Readers Read with a Partner

[Color](#) / [B&W](#)

Modifications

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Narrative Writing: Stories from Our Lives (Book 2)

Summary and Rationale

This unit sets the children up to use a combination of drawing, dictating, and writing to narrate a single event. Students will write personal narratives about stories from their lives. In the first bend, the focus will be on writing in sentences and rereading their work as they write. Then, in the second bend, writers will use a variety of tools to make their writing more powerful and even clearer for their writers. Next, in the third bend, the focus shifts from getting readable words on the page to telling stories more powerfully through the use of revision. Finally, in bend IV, the focus is on choosing a single piece of writing and preparing it for publication. It is also an opportunity for writers to self-assess the work they have done.

Recommended Pacing

8 weeks (January-February)

Standards

Reading: Literature

RL.K.1

With prompting and support, ask and answer questions about key details in a text.

RL.K.2.

With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

Reading: Foundational Skills

RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> 1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print. 4. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> 1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) 5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> 1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. 2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 3. Read high-frequency and sight words with automaticity. 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>

Writing	
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.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, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
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.
Speaking and Listening	
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 ideas clearly
Language	

L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i>, <i>dogs</i>; <i>wish</i>, <i>wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, <i>how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to</i>, <i>from</i>, <i>in</i>, <i>out</i>, <i>on</i>, <i>off</i>, <i>for</i>, <i>of</i>, <i>by</i>, <i>with</i>).</p> <p>Produce and expand complete sentences in shared language activities.</p>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>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>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>
Interdisciplinary Connections	
Standard: Social Studies	
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
Social Justice Standards	
DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.

Instructional Focus	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Writers draw and talk about what they need in order to tell their story. They transition their stories from drawings to sentences that tell their true story. Writers use checklists, vowel charts, word walls, partners and storytelling words to give themselves extra power when writing. Writers use partners to help revise their writing to make it more fun to read. Writers revise, add feelings, and make a piece beautiful for publication. 	<ul style="list-style-type: none"> How do writers write stories that people can really read? What tools give writers extra power? How do partners help make stories more fun to read? How do writers prepare for publication?
Evidence of Learning (Assessments)	
<p>Unit Common Assessment:</p> <ul style="list-style-type: none"> On demand post (use writing prompt for “Narrative”) <ul style="list-style-type: none"> Assess elements: Lead, Transitions, Ending, Elaboration, Craft, Spelling, Punctuation (see Writing Rubrics below) <p>Writing:</p> <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists 	
Objectives (SLO)	
<p>GETTING READY:</p> <ul style="list-style-type: none"> Set up some storytelling time: have writers storytell about events happening in their life. (like a fire drill, a trip outside, lunch, etc..) Use language like what happened first, then, last. Gather mentor texts: <i>A Day with Daddy</i> by Nikki Grimes, <i>The Snowy Day</i> by Ezra Jack Keats, and <i>Caps for Sale</i> by Exphyr Slobodkina Patterns of Wonder (POW) highlighted lessons. 	

IMPORTANT TIPS FOR IMMERSION: (2 weeks)

Week 1: Exposure to narrative writing through storytelling, read alouds, etc.

Week 2: Shared Writing on a class topic

During the first two weeks, before beginning the Lucy Calkins Unit of Study, teachers should plan time for immersion. During immersion, you should address Social Justice Standard DI.K-2.8 (I want to know about other people and how our lives and experiences are the same and different). This is a great place to incorporate Ming Goes to School from the diverse texts list. Note this time should be included to read mentor texts and engage in shared writing; therefore, students may not participate in independent writing this week.

***Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

For children to write easy to read stories, they'll need to hear stories read aloud and be given opportunities to storytell aloud. Teachers may want to include the following activities in the immersion week:

- Students can write about special times in their lives by storytelling to relive these moments before writing.
 - A time I got hurt
 - A birthday party
 - A special gift
 - The first/last day of...
- Read aloud stories that resemble personal narratives, for example *The Snowy Day* by Ezra Jack Keats.
- Tell stories across their fingers, listing the details in order - focusing on the beginning, middle, and end.
- Create an anchor chart of “storytelling words” meaningful to the students.
- Allow time for interactive and shared writing about common experiences such as specialty classes, field trips, or classroom celebrations.

Students will know: (Goals)	Students will be able to : (Teaching Pointing)
<ul style="list-style-type: none">● POW conventions of grammar	<ul style="list-style-type: none">● Before beginning Bend I, complete Power of Wonder (POW) 2.4-2.14 (pages 150-204)<ul style="list-style-type: none">○ This is a good time to address Social Justice Standard DI.K-2.6 (I like being around people who are like me and different from me, and I can be friendly to everyone).○ POW lesson 2.4 is a good place to incorporate <u>How Alma Got Her Name</u> and <u>Thunder Boy JR.</u> from the diverse texts list.

BEND I: Writing Stories that People Can Really Read.

GOAL: Writers draw and talk about what they need in order to tell their story. They transition their stories from drawings to sentences that tell their true story.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Multitask to get the unit up and going. (Session 1)
- Support the whole process of narrative writing. (Session 2)
- Understand children's new levels of dependence. (Session 3)
- Support students as they shift from writing labels to writing sentences. (Session 4)
- Ask questions to foster independence and possibility for writers. (Session 5)

- Writers use the writing process to help them write.
 - Revisit the writing process with students: THINK, PLAN, SKETCH, WRITE
- Writers call upon what they have already learned. (Session 2: mini-lesson)
 - Today you will teach students that writers call upon what they have already learned. You'll show the anchor chart, "How to Write a True Story" from the previous unit, then review and model the steps for coming up with an idea, rehearsing using your fingers to brainstorm.
 - Possible Story Idea:
 - A time when I felt proud...
 - Losing my first tooth...
 - A time I got hurt...
 - Writers practice telling stories aloud to see which idea they like best.
 - They can do this with a partner.
 - Writers can tell their stories to a partner. To help them stay focused, the teacher might prompt by saying something such as: Tell one sentence about what happened at the beginning, etc...
- Writers get ready to write by telling their stories (Session 12: Mini-Lesson - Launching).
- Writers choose an idea to write about and say it, and touch across the pages for each part.
 - Before sketching, teachers may want to teach students to

BEND II: Tools Give Writers Extra Power

GOAL: Writers use checklists, vowel charts, word walls, partners and storytelling words to give themselves extra power when writing.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Use the narrative writing checklist to inform your conference and small-group work. (Session 6)
- Coach students to do the hard work, and not do it for them. (Session 7)
- Increase students' sight word knowledge. (Session 8)
- Ensure writers have a clear narrative with a beginning, middle, and end. (Session 9)
- Work deliberately to improve the quality of your conferring. (Session 10)
- Teach children to use periods. (Session 11)

- Writers use tools, such as checklists, to help them write the best they can. (Session 6: mini-lesson)
- Writers use vowels to help spell the middle of words. (Session 7: mini-lesson)
- Writers rely heavily on words they know in a snap in order to make their writing more readable. (Session 8: mini-lesson)
- Writers spell words as best they can by stretching out the word slowly, listening closely to the sounds they hear, and then writing those sounds down (Session 15: Mini-Lesson - Launching).
- Writers include storytelling words in their writing. (Session 9: mini-lesson)
- Writers use a partner as a tool to help make writing more readable. (Session 10: mini-lesson)
- Writers work with other writers to help them find misspelled words, and then they work together to stretch out these words, listening for the sounds and writing down the sounds they hear. (Session 11: mini-lesson)
- Writers reflect on their past work and what they have learned in order to make plans to move forward in their writing. (Session 12: mini-lesson)

BEND III: Partnering for Revision: Making Stories More Fun to Read

GOAL: Writers use partners to help revise their writing to make it more fun to read.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Celebrate revisions your writers have made. (Session 13)
- Help writers transfer their details from images to words. (Session 14)
- Teach kids what their jobs are in writing conferences. (Session 15)
- Create assessment-based small-groups. (Session 16)

- Writers can make their writing more amazing by revising using their own pictures in their heads and on paper. (Session 13: mini-lesson)
- Writers use tools and techniques to insert material into many different places of their drafts. (Session 14: mini-lesson)
- Writers notice strategies for writing strong leads by studying mentor texts. (Session 15: mini -lesson)
- Writers revise their own work and help each other by offering strategies for peer partnerships. (Session 16-: mini-lesson)

BEND IV: Preparing for Publication

GOAL: Writers revise, add feelings, and make a piece beautiful for publication.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Organize work and use the checklists to help students revise. (Session 17)
- Extend and reinforce strategies for strong endings. (Session 18)
- Nudge students to finish. (Session 19)

- Writers choose a writing piece for celebration. (Session 17: mini-lesson)
 - When writers share their stories with others, they don't just read the sentences they have written, but they also can tell their story using the pictures to storytell off the page.
 - Teachers may want to model how this looks for students.
- Writers focus on writing endings that leave readers with a strong feeling. (Session 18: mini-lesson)
- Writers make their writing piece beautiful . (Session 19: mini-lesson)
- Writers share with others all they've learned, including what they've learned about writing and revising true stories. (Session 20: mini-lesson)

Suggested Resources/Technology Tools

School-To-Home Connection Parent Letter

Mentor Texts

Demonstration Texts:

Don't Let the Pigeon Drive the Bus by Mo Willems (speech bubbles)

"Old MacDonald" song

Shortcut by Donald Crews (personal narrative)

A Day with Daddy by Nikki Grimes (personal narrative)

The Snowy Day by Ezra Keats (personal narrative)

Joy Cowley books

Bill Martin books

Various Picture Books

Correlations to the Common Core State Standards

Anchor Charts

Make Writing Easy to Read!

[Color](#) / [B&W](#)

Tools Give Writers Extra Power

[Color](#) / [B&W](#)

Make Your Story Fun to Read!

[Color](#) / [B&W](#)

Session 1

[FIG. 1-1 Jalen's writing](#)

[FIG. 1-2 Grace's Costco story](#)

[Chart: What Makes Writing Hard to Read](#)

[FIG. 1-3 Clarissa's writing](#)

Session 2

[Chart: How to Write a True Story](#)

[FIG. 2-1 Carsten's writing](#)

[FIG. 2-2 Student's writing](#)

Session 3

[Chart: Writers Tell True Stories...](#)

[FIG. 3-1 My bumblebee story](#)

[FIG. 3-2 The bumblebee story without words](#)

[FIG. 3-3 Tiana's block story](#)

[FIG. 3-4 The words of the bumblebee story](#)

Session 4

[Chart: What Makes Writing Hard to Read](#)

[FIG. 4-1 The bumblebee story without words](#)

[FIG. 4-2 The words of the bumblebee story](#)

[FIG. 4-3 Additional words of the bumblebee story](#)

[Chart: We can write sentences!](#)

[FIG. 4-4 Student's writing](#)

[FIG. 4-5 Kayla's bath story](#)

[FIG. 4-6 Sheena's park story](#)

Modifications

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2022)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4a - Reading

Bigger Books, Bigger Reading Muscles (Book 3)

Summary and Rationale

In this unit, readers will grow their bank of super power reading strategies to help them face the challenges of their new books. In the first bend, readers will study the ways books are becoming harder, so they'll be prepared for the new work they need to do as readers. They will use their "pattern power" and learn strategies for tackling breaks in patterns. Then, in the second bend, readers will rally around their "sound power" to read tricky words. Finally, in bend three, readers will develop all the strategies they've developed to read more complex books with accuracy, fluency, and comprehension with emphasis on reading high-frequency words with automaticity.

Recommended Pacing

8 weeks (March-April)

Standards

Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
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.10	Actively engage in group reading activities with purpose and understanding.

Reading: Informational Text

RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.	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	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
Reading: Foundational Skills	
RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> 1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print. 4. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> 1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) 5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> 1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. 2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 3. Read high-frequency and sight words with automaticity. 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p>

	B. Read grade level text for purpose and understanding.
Writing	
WK.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.
WK.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.
Speaking and Listening	
SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>Continue a conversation through multiple exchanges</p>
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.
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 ideas clearly.
Language	
LK.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>Produce and expand complete sentences in shared language activities</p>
LK.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>

LK.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>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>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>
LK.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Interdisciplinary Connections	
Standard: Social Studies	
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
Integration of Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Readers tackle more challenging books by using patterns and super powers. Readers use their letter-sound (sound power) knowledge to help them read unknown words. Readers use picture power, snap words, reread power and book talk power to become stronger readers. 	<ul style="list-style-type: none"> How do readers tackle more challenging books? How does zooming in on letters and sounds help you become a better reader? How does using super powers help you become a stronger reader?
Evidence of Learning (Assessments)	
<p>Unit Common Assessment:</p> <ul style="list-style-type: none"> Post- DIBELS (FSF, LNF, PSF, nonsense words) <p>Reading:</p> <ul style="list-style-type: none"> TC Running Record Reading Assessments 	

Objectives (SLO)

GETTING READY:

- Decide on book shopping procedure that works for you. Readers should have 10-12 books in their baggies- along with familiar shared texts, poems and songs
- Collect mentor texts: *Mouse Has Fun* by Phyllis Root, *Can you see the eggs?* By Jenny Giles, and *Wake Up, Dad!* By Beverley Randell
- Other books you may use: *Pete the Cat and his Four Groovy Buttons* by Eric Litwin, *Oh, the Places You'll Go!* By Dr. Seuss, and *Ethan's Cat* by Joanna Hurwitz
- Prepare a reading mat for readers. (see Session 1)
- Create word rings for each reader- put on high frequency words as introduced
- Make copies of the individual super powers charts, one for each reader
- Gather the texts you plan to use during read aloud and shared reading each week: *My Bug Box* by Pat Blanchard and Joanne Suhr, "Hickory Dickory Dock" song, *Dragonflies* by Margaret Hall

Students will know: (Goals)

Students will be able to: (Teaching Points)

BEND I: Tackling More Challenging Books

GOAL: Readers tackle more challenging books by using patterns and super powers.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Create a buzz around the new unit. (Session 1)
- Remind kids to draw on all they have learned earlier. (Session 2)
- Use data to plan teaching. (Session 3)
- Pull small groups with the earliest readers. (Session 4)
- Use the anchor chart to reflect on student progress. (Session 5)
- Follow-up sessions with readers. (Session 6)

- Readers need to draw on all they know (and more) to tackle the reading challenges ahead. (Session 1: mini-lesson)
- Readers use patterns to help them read almost every page. (Session 2: mini-lesson)
- Readers figure out the changing words in the pattern. (Session 3: mini-lesson)
- Readers use all of their super powers to read pattern breaks in books. (Session 4: mini-lesson)
- Readers check their reading. (Session 5: mini-lesson)
- Readers use the pattern and the ending to understand their books. (Session 6: mini-lesson)

BEND II: Zooming In on Letters and Sounds

GOAL: Readers use their letter-sound (sound power) knowledge to help them read unknown words.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Work with alphabet books. (Session 7)
- Use guided reading to support growth. (Session 8)

- Readers use their letter-sound knowledge to help them read the words on the page. (Session 7: mini-lesson)
- Readers use their letter-sound knowledge to help them read unknown words. (Session 8: mini-lesson)
- Readers can notice consonant clusters to help solve unknown words. (Session 9: mini-lesson)
- Readers look to the ends of words as they read. (Session 10: mini-lesson)
- Readers preview a page and locate known words before reading. (Session 11: mini-lesson)
- Readers check their reading. (Session 12: mini-lesson)

<ul style="list-style-type: none"> ● Follow up with guided reading groups. (Session 9) ● Continue to support children reading higher-level books. (Session 10) ● Support snap words and comprehension. (Session 11) ● Support students who need to build phonemic awareness. (Session 12) 	
<p>BEND III: Graduation: Becoming Stronger Readers</p> <p>GOAL: Readers use picture power, snap words, reread power and book talk power to become stronger readers.</p> <p>-----</p> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Use interactive writing to support reading and support stronger readers. (Session 13) ● Support readers who are moving from pattern books to stories, and bolstering partnerships. (Session 14) ● Follow-up small group on hearing sounds in words. (Session 15) ● Support readers who are reading to move up levels. (Session 16) ● Confer with partners. (Session 18) 	<ul style="list-style-type: none"> ● Readers need new kinds of picture power as books become harder. (Session 13: mini-lesson) ● Readers need to rely even more on searching for meaning and on their knowledge of high-frequency words. (Session 14: mini-lesson) ● Readers can read snap words with inflected endings. (Session 15: mini-lesson) ● Readers use all they know about stories to make predictions. (Session 16: mini-lesson) ● Readers need extra-strength reread power to bring their books to life. (Session 17: mini-lesson) ● Readers need extra-strength book talk power. (Session 18: mini-lesson) ● Readers use all of their powers to read new books. (Session 19: celebration)
<p>Read Aloud:</p> <p>Throughout the unit, outside of reading workshop, readers should be exposed to a combination of literature across genres and informational texts. Interactive read aloud is a time when children are exposed to richer literature than the books they are reading independently; therefore, in this unit, you should choose picture books that spotlight engaging characters and contain rich story language. It is also recommended that you select informational texts that contain engaging photographs and illustrations that will help readers deepen their understanding of the text. Select picture books that are similar to <i>Knuffle Bunny</i>, by Mo Willems, <i>Whistle for Willie</i> and <i>The Snowy Day</i>, by Ezra Jack Keats, or <i>Koala Lou</i>, by Mem Fox. Choose informational texts that are similar to <i>Fishy Tales</i>, by DK Readers, <i>Diving Dolphin</i>, by Karen Wallace, or <i>National Geographic Readers: Trucks!</i>, by Wil Mara.</p> <p>In this unit, <i>Dragonflies</i>, by Margaret Hall, is a planned interactive read aloud and post-it notes are provided in the unit of study to support the implementation of the read aloud. During this planned interactive read aloud, the teacher will model for students and prompt them to look closely at the pictures, react and respond, chime in, and act out important parts throughout the read aloud. The planned read aloud, provided in the unit, provides two sessions; in session two, the teacher would re-read the text, <i>Dragonflies</i>, from a new lens to deepen the thinking. The lesson plan can be found at the back of reading unit 3 (p. 126).</p> <p>Shared Reading:</p>	

Throughout the unit, outside of reading workshop, readers should have opportunities to revisit texts as a class from different lenses. Teachers may want to choose books that are slightly above the independent reading level of the majority of their students.

In this unit, *My Bug Box*, by Pat Blanchard and Joanne Suhr, and the song, “Hickory Dickory Dock”, are suggested. The same text will be shared across multiple days, each day with a different focus. The lesson plan can be found at the back of reading unit 3 (p. 135).

Below are suggested lenses, in this unit, for each day’s shared reading time:

DAY ONE: Book Introduction, Comprehension, and Word Solving

- Readers read for meaning and use reading strategies to solve words.

DAY TWO: Cross-Checking Sources of Information (MSV)

- Readers check to make sure their reading makes sense, sounds right, and looks right.

DAY THREE: Word Study

- Readers read high frequency words in context and practice phonics work in context to develop vocabulary.

DAY FOUR: Fluency

- Readers practice fluency by working on pace and intonation, putting stress on certain words and phrases, and paying attention to punctuation to read with intention.

DAY FIVE: Putting It All Together/Extending Comprehension

- Readers use strategies learned across the week to reread and think more deeply about the story.

Suggested Resources/Technology Tools

[School-To-Home](#) Connection Parent Letter

Mentor Texts:

Demonstration Texts:

Pete the Cat and His Four Groovy Buttons, by Eric Litwin

Read-Aloud and Shared Reading Texts:

Dragonflies, by Margaret Hall

My Bug Box, by Pat Blanchard and Joanne Suhr

“Hickory Dickory Dock” song

[Teachers College Reading and Writing Project Website](#)

[Correlations to the Common Core State Standards](#)

Anchor Charts

We Are Super Readers!

[Color](#) / [B&W](#)

Readers Read with a Partner

[Color](#) / [B&W](#)

Check Your Reading!

[Color](#) / [B&W](#)

With ABC books, readers can...

[Color / B&W](#)

Orientation to the Unit

[Individual Super Powers chart \(We Are Super Readers cards\)](#)

Session 1

[Private Reading and Partner Reading signs](#)

[Reading Mat Template](#)

[“We Are Super Readers!” anchor chart](#)

Session 2

[“We Are Super Readers!” anchor chart](#)

[“Readers Read with a Partner” anchor chart](#)

Session 3

[Private Reading and Partner Reading signs](#)

[Letter Sound Identification Assessment](#)

[Letter Sound Identification Study Copy](#)

[High-Frequency Word List A](#)

[High-Frequency Word List B](#)

[“We Are Super Readers!” anchor chart](#)

[“Readers Read with a Partner” anchor chart](#)

Session 4

[Private Reading and Partner Reading signs](#)

[“We Are Super Readers!” anchor chart](#)

Session 5

[Private Reading and Partner Reading signs](#)

["Check Your Reading" anchor chart](#)

Session 6

[Sam's Story](#)

[“With ABC books, readers can...” anchor chart](#)

Session 7

[Figure 7-1: Sam's story with second sentence covered](#)

Session 8

[Figure 8-1: Sam's Story](#)

[Figure 8-4: Alphabet Book page](#)

[“With ABC books, readers can...” anchor chart](#)

Session 9

[Blends and Digraphs chart](#)

Session 10

["We Will Go" by Zoë Ryder White](#)

[“We Are Super Readers!” anchor chart](#)

Session 11

[High-Frequency Word List A](#)

[High-Frequency Word List B](#)

Session 12

[“We Have Sound Power” song lyrics](#)

[Elkonin Box Templates](#)

["Check Your Reading" anchor chart](#)

[“We Are Super Readers!” anchor chart](#)

Session 13

[Extra Strength Icon](#)

["My Dog" poem, version 1](#)

["My Dog" poem, version 2](#)

["My Dog" poem, template](#)

Session 14

[Extra Strength Icon](#)

Session 15

[Extra Strength Icon](#)

["Hide and Seek" Story](#)

Session 16

[“Super Readers Retell!” chart](#)

Session 18

["Hooray" Poem](#)

[“We Are Super Readers!” anchor chart](#)

[Extra Strength Icon](#)

Read Aloud

[“Readers TALK About Books” chart](#)

Read Aloud Prompts for Dragonflies

[Color](#) / [B&W](#)

Shared Reading

[Hickory Dickory Dock, verse 1](#)

[Hickory Dickory Dock, verse 2](#)

[Hickory Dickory Dock, verse 3](#)

Modifications

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

How-To Books: Writing to Teach Others (Book 3)

Summary and Rationale

In this unit, writers will bring their areas of expertise into the classroom to write how-to-books in order to teach others the steps for doing things. In the first bend, writers build their writing stamina as they choose activities they know how to do and work independently to draw and write step by step instructions. Partners play an important role in this bend as they help each other test out their directions to make sure everything makes sense. In the second bend, writers utilize strategies from mentor texts and try out techniques they notice in those texts. In bend three, writers are encouraged to find opportunities across the school day to write a collection of easy-to-read how-to-books on everyday topics to actually convey to readers what they need to know. Finally, in bend four writers think about appropriate audiences as they think about where in the world their books fit. By the end of the unit, most students will have written at least 2-4 how-to books throughout the unit.

Recommended Pacing

8 weeks (March-April)

Standards

Reading: Informational Text

R.I.K.2	With prompting and support, identify the main topic and retell key details of a text.
R.I.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).
R.I.K.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).

Reading: Foundational Skills

R.F.K.1	<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> 1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print. 4. Recognize and name all upper- and lowercase letters of the alphabet.
R.F.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> 1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) 5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

R.F.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> 1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. 2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 3. Read high-frequency and sight words with automaticity. 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
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Writing

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, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

S.L.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>
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S.L.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.
S.L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
S.L.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Language

L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p>
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	<p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>		
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>		
L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>		
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
Interdisciplinary Connections			
Standard : Social Studies			
6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines			
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.		
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.		
Technology Integration			
8.2.2.E.1	List and demonstrate the steps to an everyday task.		
Instructional Focus			
<table> <tr> <td>Enduring Understandings:</td><td>Essential Questions:</td></tr> </table>		Enduring Understandings:	Essential Questions:
Enduring Understandings:	Essential Questions:		

<ul style="list-style-type: none"> • Writers use writing to teach others how to do stuff. • Writers study mentor texts to learn new writing techniques. Writers try out the techniques they notice in those texts. • Writers write how-to books that are helpful to others. • Writers share their work with appropriate audiences. 	<ul style="list-style-type: none"> • How can I use writing to teach others? • How can real, published books help me write better? • How do writers write to be helpful to others? • Who is the appropriate audience for my how-to book?
Evidence of Learning (Assessments)	
<p>Unit Common Assessment:</p> <ul style="list-style-type: none"> • On demand post (use writing prompt for “Information”) <ul style="list-style-type: none"> ○ Assess elements: Lead, Transitions, Ending, Elaboration, Craft, Spelling, Punctuation (see Writing Rubrics below) <p>Writing:</p> <ul style="list-style-type: none"> • TCRWP Writing Rubrics and Student Editing Samples • TCRWP Editing Checklists 	
Objectives (SLO)	
<p>GETTING READY:</p> <ul style="list-style-type: none"> • Prepare writing paper into booklets of five pages, each containing a large box for drawing detailed diagrams and lines for writing • Choose how-to texts to use as read-alouds. Suggestions are: “How to Carve a Pumpkin” in <i>The Pumpkin Book</i> by Gail Gibbons, <i>How to Make Salsa</i> by Jamie Lucero, <i>Make a Valentine</i> by Dale Gordon, or <i>How to Make a Hot Dog</i> by Joy Cowley. • <i>Gather My First Soccer Game</i> by Alyssa Capucilli 	
Students will know: (Goals)	Students will be able to: (Teaching Points)
IMMERSION	<ul style="list-style-type: none"> - Teacher introduces the unit and reads a how-to text (mentor text) and highlights what makes it a how-to. <ul style="list-style-type: none"> - Tells what to do in each step - Numbers the steps - Has a picture for each step - Before writers write, they study examples of the kind of writing they plan to make (Session 1: Mini-Lesson). <p>SHARED WRITING</p> <p>Generating Ideas: THINK</p> <ul style="list-style-type: none"> - The teacher will re-introduce students to the writing process (show chart. <ul style="list-style-type: none"> - THINK - PLAN

- SKETCH
- WRITE
- In the think step, you should think about something you could teach someone. Then, together as a class, they will brainstorm how-to topics that the entire class knows how to do and choose one. (This should be live).

PLAN

- The teacher will model by coaching students through deciding how many pages they will need for their how-to book. Once they choose their pages, they will practice orally rehearsing the story across the pages.

SKETCH

- As a whole class, the teacher will conduct a shared writing and with student input the decide what they will sketch on various pages. The teacher may want to sketch in person or they can talk it out and tomorrow, the teacher can bring in the sketch,

WRITE: Adding Labels & Words

- As a whole class, the teacher will conduct a shared writing and with student input they will add labels and words.

BEND I: Writing How-To Books, Step by Step

GOAL: Writers write how-to books to teach others how to do stuff step by step.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Welcome approximations, inviting children into the new work. (Session 1)
- Very small-group methods and structures. (Session 2)
- Anticipate that some children will need scaffolds and supports to access high-level work. (Session 3)
- Confer with writing partners. (Session 4)
- Build vocabulary and develop language. (Session 5)
- Help writers keep everything they've learned in mind as they work. (Session 7)

- Writers think about what they are experts on and generate ideas for possible "how-to" books.
 - Teachers may want to provide a chart of possible "how-tos."
 - Ex:
 - How to ride a bike
 - How to make a sandwich
 - How to be a good student
- Writers practice their "how-to" books aloud by touching, and telling the steps to write their how-to books across pages (Session 2: Mini-Lesson).
- Writers create sketches and label their how-to books.
- Writers add words and sentences, using the word wall and other resources to help them.
 - Writers use words such as first, next, then, and last to organize their writing.
- Writers reread their writing as they go, making changes along the way (Session 3: Mini-Lesson).
- Writing partners help each other make how-to books clearer and easier to follow (Session 4: Mini-Lesson).
- Writers add detailed information to their writing by labeling their diagrams (Session 5: Mini-Lesson).

	<ul style="list-style-type: none"> ● Writers set goals to help them write faster, longer, and stronger (Session 6: Mini-Lesson). <ul style="list-style-type: none"> ○ Students may use a rubric or illustrated checklists to look at previous how-tos and set some goals for what they might try on a new one. ● Writers use all they have learned about how-to writing and a writing checklist to set writing goals (Session 7: Mini-Lesson).
<p>BEND II: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones</p> <p>GOAL: Writers study mentor texts to learn and use new writing techniques.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Use mentor texts to confer/ (Session 8) ● Help children apply and transfer strategies for spelling trickier words. (Session 9) ● Support students who need extra help choosing exactly right words. (Session 10) ● Coach students to use many revision strategies, not just one. (Session 11) ● Gather a group of writers with similar needs. (Session 12) 	<ul style="list-style-type: none"> ● Writers identify techniques published authors use and try out those techniques in their how-to books (Session 8: Mini-Lesson). ● Writers focus on their audience by addressing readers directly, using the word “you” (Session 9: Mini-Lesson). ● Writers build vocabulary and choose precise language by envisioning each step in the process they are describing (Session 10: Mini-Lesson). ● Writers focus on readers’ needs by anticipating issues and then clarifying them in their steps with warnings, suggestions, or tips (Session 11: Mini-Lesson). ● Writers clarify their directions by imagining and then writing comparisons to describe actions (Session 12: Mini-Lesson).
<p>BEND III: Keeping Readers in Mind</p> <p>GOAL: Writers write how-to books that are helpful to others.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Use coaching conferences. (Session 13) ● Help students stay independently focused on writing work. (Session 14) ● Teach the writer, not the writing. (Session 15) ● Use the information writing rubric (and/or benchmark samples) to guide conferring and small-group work. (Session 16) 	<p>BEND III: Keeping Readers in Mind</p> <p>GOAL: Writers write how-to books that are helpful to others.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Use coaching conferences. (Session 13) ● Help students stay independently focused on writing work. (Session 14) ● Teach the writer, not the writing. (Session 15) ● Use the information writing rubric (and/or benchmark samples) to guide conferring and small-group work. (Session 16)

BEND IV: Giving How-To Books as Gifts

GOAL: Writers share their work with appropriate audiences.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Support students as they revise books selected for publication. (Session 17)
- Differentiate the final work of the unit. (Session 18)

- Writers are always working to make their writing easy to read by using all the strategies they know (Session 16: Mini-Lesson).
- Writers prepare to publish their work by determining an appropriate audience and dedicating their writing to that audience (Session 17: Mini-Lesson).
- Writers use an editing checklist to prepare their writing for publication (Session 18: Mini-Lesson).
- Writers share their how-to writings with others by publishing it and even recording a video of themselves reading their writing so that they can teach others.

Suggested Resources/Technology Tools

School-To-Home Connection Parent Letter

Demonstration Texts:

Examples of how-to writing such as *How to Make Salsa* by Jamie Lucero, *Make a Valentine* by Dale Gordon, or *How to Make a Hot Dog* by Joy Cowley

Mentor Texts:

My First Soccer Game by Alyssa Capucilli

Correlations to the Common Core State Standards

Anchor Charts

How-To Writing

Color / B&W

Learning from a Mentor How-To Text

Color / B&W

Editing Checklist

Color / B&W

Session 1

Seven Photos of Dog Breeds

Paper Choice: Booklet Page - Box with 4 Lines

Paper Choice: Booklet Page - Box with 7 Lines

Chart: How-To Writing

Anchor chart: How-To Writing

FIG. 1-2 "How to Get Dressed"

FIG. 1-3 "How to Go Fishing"

Session 2

FIG. 2-1 Cooper's piece

Chart: How-To Writing

Anchor chart: How-To Writing

Session 3

Chart: How-To Writing

Anchor chart: How-To Writing

FIG. 3-1 Sofia revises her book

FIG. 3-2 Nicole's writing

FIG. 3-3 Troyquon's "How to Make a Pizza"

Session 4

Chart: How-To Writing

Anchor chart: How-To Writing

FIG. 4-1 Class how-to book

FIG. 4-2 Student how-to text

Session 5

Chart: How-To Writing

Anchor chart: How-To Writing

FIG. 5-1 Shared class diagram

FIG. 5-2 Student's how-to book

Session 7

Information Writing Checklist, Kindergarten and Grade 1

Chart: Kindergarten Information Writing Checklist

FIG. 7-2 Luke's piece from kindergarten

FIG. 7-3 Luke's piece from first grade

FIG. 7-4 Scully's piece

FIG. 7-5 Charlie's fire drill how-to book

Session 8

Chart: Learning From A Mentor How-To Text

Anchor chart: Learning from a Mentor How-To Text

FIG. 8-2 Class how-to book

FIG. 8-3 Kurt's how-to book

Chart: How-To Writing

Anchor chart: How-To Writing

Session 9

Chart: How-To Writing

Anchor chart: How-To Writing

Chart: Learning From A Mentor How-To Text

Anchor chart: Learning from a Mentor How-To Text

FIG. 9-1 Student's how-to book

Session 10

FIG. 10-1 Malaya's how-to book

Session 11

Chart: Learning From A Mentor How-To Text

Anchor chart: Learning from a Mentor How-To Text

FIG. 11-1 Class how-to book
FIG. 11-2 Student's how-to book
FIG. 11-3 Rachel's how-to book

Session 12

Chart: Learning From A Mentor How-To Text
Anchor chart: Learning from a Mentor How-To Text
FIG. 12-1 Brush Your Teeth
FIG. 12-2 Lexi's piece
FIG. 12-3 Chloe's piece

Session 13

FIG. 13-2 Student's how-to book

Session 14

FIG. 14-1 "How to Make an Ice Cream"
FIG. 14-2 "How to Make a Cupcake"
FIG. 14-3 "How to Make a Smoothie"

Session 15

FIG. 15-1 Preston writes an introduction
FIG. 15-2 Vivian writes a conclusion for her book on Beyblades

Session 16

Chart: What Makes Writing Easy to Read
Anchor chart: Make Writing Easy to Read!
FIG. 16-1 The class shared text continues to grow

Session 17

Information Writing Checklist, Kindergarten and Grade 1
Chart: Grade 1 Information Writing Checklist
Paper Choice: Dedication Page
FIG. 17-1 Evan's dedication page

Session 18

Anchor chart: Editing Checklist
Illustrated Editing Checklist
FIG. 18-2 Luke's how-to book

Session 19

FIG. 19-1 Introductions and conclusions make the writing complete
FIG. 19-2 Kurt's book

Writing Paper Choices

Paper Choice: Box with 2 Lines (Horizontal)
Paper Choice: Box with 3 Lines (Horizontal)
Paper Choice: Letter
Paper Choice: Dedication Page
Paper Choice: Box Only - for Poster, Sign, or Large Picture

Paper Choice: Box with 5 Lines
Paper Choice: Booklet Page - Box with 4 Lines
Paper Choice: Booklet Page - Box with 7 Lines
Paper Choice: Divided Box and 4 Lines
Paper Choice: Divided Box and 5 Lines
Paper Choice: Heading, Box, and 5 Lines
Paper Choice: Heading, Box, and 6 Lines
Paper Choice: 8 Lines (No Box)

Modifications

See suggestions for implementation listed under each goal.

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.

Unit 5a - Reading

Becoming Avid Readers (Book 4)

Summary and Rationale

In this unit, readers continue to develop their interest and enthusiasm for reading so that reading becomes a lifelong love that extends outside of school. This unit builds upon skills that readers have developed during the last couple of units as they work with increased independence through each bend. The first bend opens the door to learning about what it means to be an avid reader. Throughout the first bend, readers build stamina, comprehension, and the ways in which they talk about their books. Then, in the second bend, readers become not only avid readers of stories but also

avid nonfiction readers by calling upon all the superpowers they learned in previous units and learning to explain what they have learned to others. Finally, in bend three, readers become avid poetry readers as they learn to make their voices match the feeling and rhythm of the poem and add gestures and facial expressions while continuing to work on phonemic awareness and word play.

Recommended Pacing

6-8 weeks (May-June)

Standards

Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.7	Recognize common types of texts (e.g., storybooks, poems).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.

Reading: Informational Text

RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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)

RI.K.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)
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Reading: Foundational Skills	
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> 1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) 5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> 1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. 2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 3. Read high-frequency and sight words with automaticity. 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>
Writing	
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.7	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	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	

SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>
SL.K.2	<p>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>
SL.K.3	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
SL.K.4	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
SL.K.6	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>
Language	
L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>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>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>
L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>

	<p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>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.</p>
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Interdisciplinary Connections	
Standard :Social Studies	
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
Integration of Technology	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Avid Readers react to books, record their thinking, use precise words to pinpoint feelings, use extra strength superpowers and invent fun things to do with their books. ● Avid Readers use nonfiction books to talk like experts, fall in love with topics and notice similarities and differences in books. ● Avid Readers read poetry again and again to get the feeling of the poem and get the rhythm just right. 	<ul style="list-style-type: none"> ● What is an Avid Reader? ● How do All-About Books help you become an Avid Reader? ● How does falling in love with poetry help you become and Avid Reader?
Evidence of Learning (Assessments)	

Unit Common Assessment:

- Post-Assessment: High Frequency Words List B
 - High Frequency Words Directions.pdf
 - High Frequency Words List B.pdf

Reading:

- TC Running Record Reading Assessments

Objectives (SLO)**GETTING READY:**

- Gather a selection of books for each bend that highlight fiction, nonfiction, and poetry.
- Bring back *The Carrot Seed* and *The Three Billy Goats Gruff*. Continue using the *Mouse Books*.
- Bring back *Dragonflies* by Margaret Rustad and find another insect book to compare.
- Gather picture of children looking like avid readers and blah readers.
- Prepare individualized superpowers charts (online resource)
- Prepare partnership playdate mats (end of Bend I)
- Gather Read Aloud and Shared Reading texts: *Not Norman(A Goldfish Story)* by Kelly Bennett, *Gossie* by Olivier Dunrea

Students will know: (Goals)

BEND I: Becoming Avid Readers (Avid readers are people who love reading so much that they can hardly stop reading)

GOAL: Avid Readers react to books, record their thinking, use precise words to pinpoint feelings, use extra strength superpowers and invent fun things to do with their books.

Suggestions for Differentiation

Conferring/Small Group Instruction

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)

- Notice and name the work you hope to see. (Session 1)
- Reinforce good reading habits and get readers off to a strong start. (Session 2)
- Support students' early efforts at new skills. (Session 3)
- Diagnose troubles. (Session 4)
- Help readers stay on track. (Session 6)
- Support readers through guided reading groups and strategy groups. (Session 7)
- Provide scaffolding and reduce it over time. (Session 8)

Students will be able to: (Teaching Points)

- Avid Readers will understand what an avid reader is. (Session 1: mini-lesson)
- Avid Readers will react to books, and find ways to share those reactions with others. (Session 2: mini-lesson)
- Avid Readers will record their thinking about books so they can remember it later when talking with their partners. (Session 3: mini-lesson)
- Avid Readers will observe how more precise words can pinpoint feelings more clearly. (Session 4: mini-lesson)
- Avid Readers use extra-strength superpowers to read more and more. (Session 5: mini-lesson)
- Avid Readers will invent fun things to do with their books. They will begin to have reading playdates. (Session 6: mini-lessons)
- Avid Readers will understand that reading is a lot like pretending. Avid readers act out a story in their minds each time they read. (Session 7: mini-lesson)
- Avid Readers pay close attention to what the story says, so they can act it out the way the author wants it to be acted. (Session 8: mini-lesson)

<p>BEND II: Learning from All-About Books</p> <p>GOAL: Avid Readers use nonfiction books to talk like experts, fall in love with topics and notice similarities and differences in books.</p> <hr/> <p>Suggestions for Differentiation <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Use informal formative assessment to inform instruction. (Session 9) ● Nurture flexible readers. (Session 10) ● Attend to internal parts of words - focusing on vowels. (Session 12) ● Build students' flexibility in working with word parts. (Session 13) ● Use introductions to help students make connections within a text. (Session 14) 	<ul style="list-style-type: none"> ● Avid Readers conduct inquiries to determine the kinds of thinking and reacting that nonfiction movie viewers do and consider whether this is also true for nonfiction readers. (Session 9: mini-lesson) ● Avid Nonfiction Readers use fancy words that go with the topic they are studying to explain what they have learned to other people. (Session 10: mini-lesson) ● Avid Nonfiction Readers can collaborate to imagine how nonfiction reading playdates might go. (Session 11: mini-lesson) ● Avid Nonfiction Readers set up topic-based reading clubs to discover a topic of interest and then search for other books that might focus on that topic. (Session 12: mini-lesson) ● Avid Nonfiction Readers notice similarities and differences in two or more books on the same topic. (Session 13: mini-lesson) ● Avid Nonfiction Readers pretend and act out parts of the text, just like they did with fiction books. (Session 14: mini-lesson)
<p>BEND III: Falling in Love with Poetry</p> <p>GOAL: Avid Readers read poetry again and again to get the feeling of the poem and get the rhythm just right.</p> <hr/> <p>Suggestions for Differentiation <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Read poetry fluently. (Session 15) ● Attend to vocabulary and word meanings. (Session 16) ● Support partnerships and clubs with phrasing through small-group shared reading. (Session 17) 	<ul style="list-style-type: none"> ● Avid Readers understand that reading poems is a lot like reading songs. To get the rhythm and feeling of a poem just right, it helps to read it again and again. (Session 15: mini-lesson) ● Avid Readers bring out a poem's meaning, think about the feeling of the poem, and then use that to figure out how to read it well. (Session 16: mini-lesson) ● Avid Readers become a copycat poet. They can play around with the rhyme and the rhythm of favorite poems and create new poems with similar sound patterns, which can help them better understand how poems work. (Session 17: mini-lesson) ● Avid Readers celebrate using stories, nonfiction books, and poems. (Session 18: mini-lesson)
<p>Read Aloud:</p> <p>Throughout the unit, outside of reading workshop, readers should be exposed to richer literature than the books they are reading independently through interactive read alouds; therefore, in this unit, you should choose picture books with engaging, child-centered plots, clear illustrations that add more to the plot, and provide a lesson or message kids can relate to. Select books such as <i>Pet Show</i> by Ezra Jack Keats and <i>Kitten's First Full Moon</i> by Kevin Henkes to compare and contrast with students.</p> <p>In this unit, <i>Not Norman, A Goldfish Story</i>, by Kelly Bennett, is a planned interactive read aloud and post-it notes are provided in the unit of study to support the implementation of the read aloud. During this planned interactive read aloud, the teacher will model for the students and prompt students to turn and talk, when appropriate. All students should be working with their partners to turn and talk, when appropriate. The planned read aloud, provided in the unit, provides</p>	

three sessions; the sessions two and three, the teacher would re-read the text, *Not Norman, A Goldfish Story*, from a new lens to deepen the thinking. The lesson plan can be found at the back of reading unit 4 (p. 112).

Shared Reading:

Throughout the unit, outside of reading workshop, readers should have opportunities to revisit texts as a class from different lenses. Teachers may want to choose texts with engaging storylines, kindergarten friendly themes, and higher level story structures to allow kids to do some higher level comprehension-like inferring and synthesising.

In this unit, *Gossie*, by Olivier Dunrea, and the song, “Mary Had a Little Lamb,” are suggested. The same text will be shared across multiple days, each day with a different focus. The lesson plan can be found at the back of reading unit 4 (p. 125).

Below are suggested reading lenses, in this unit, for each day’s shared reading time:

DAY ONE: Falling in Love with the Book

- Readers will build meaning and understand the story by using the pictures to guess the word and noticing patterns and pattern changes.

DAY TWO: Cross-Checking Sources of Information (MSV)

- Readers will cross-check words by asking: Does it make sense? Does it sound right? Does it look right?

DAY THREE: Word Study

- Readers connect what they know about phonics work and high frequency words to develop vocabulary.

DAY FOUR: Fluency

- Readers practice fluency by focusing on pacing, phrasing, prosody, and punctuation.

DAY FIVE: Putting It All Together/Extending Comprehension

- Readers use the strategies they’ve learned across the week to extend comprehension-inference work (ex. write an extension of the book or a follow-up story with *Gossie* and *Gertie*) and innovate on a text (ex. substitute Mary’s name in the poem with names of kids in the class).

Suggested Resources/Technology Tools

School-To-Home

Mentor Texts:

Demonstration Texts

The Carrot Seed by Ruth Krauss

The Three Billy Goats Gruff by Paul Galdone

Mouse Books by Phyllis Root

Dragonflies by Margaret Rustad

Honey Bees by Martha E.H. Rustad

Read Aloud and Shared Reading Texts

Not Norman: A Goldfish Story by Kelly Bennett

Pet Show, by Ezra Jack Keats

Kitten’s First Full Moon, by Kevin Henkes

Gossie, by Olivier Dunrea

“Mary Had a Little Lamb” by Sarah Hale

Websites:

[Teachers College Reading and Writing Project Website](#)

iPad Apps:

Storia

Virtual Poet

Correlations to the Common Core State Standards***Anchor Charts***

Avid Readers...

[Color](#) / [B&W](#)

Readers Read with a Partner

[Color](#) / [B&W](#)

Reading Playdates

[Color](#) / [B&W](#)

Avid Nonfiction Readers...

[Color](#) / [B&W](#)

Avid Poetry Readers...

[Color](#) / [B&W](#)

Session 1

[Avid Reader Photos](#)

[Blah Reader Photos](#)

["Avid Readers..." anchor chart](#)

["Readers Read with a Partner" anchor chart](#)

Session 2

["Mary Had a Little Lamb" nursery rhyme](#)

["Avid Readers..." anchor chart](#)

Session 3

["Readers Read with a Partner" anchor chart](#)

Session 4

["Readers Read with a Partner" anchor chart](#)

Session 5

[We Are Super Readers cards](#)

[I Am A Super Reader template](#)

Session 6

["Check Your Reading!" anchor chart](#)

["Reading Playdates" anchor chart](#)

[Reading Playdate Mat Template](#)

Session 7

["Play Pretend" label template](#)

["Readers Read with a Partner" anchor chart](#)

Session 8

[Speech and Thought Bubbles Template](#)

["We Are Super Readers" anchor chart](#)

Session 9

[Avid Reader Photos](#)

[Link to Venus Flytraps: Jaws of Death YouTube video](#)

["We Are Super Readers!" anchor chart](#)

Session 10

[Link to Venus Flytraps: Jaws of Death YouTube video](#)

["Avid Nonfiction Readers..." anchor chart](#)

["Partners Share" chart](#)

Session 12

["Readers Talk About Books" chart](#)

Session 13

["Readers Read with a Partner" anchor chart](#)

["We Are Super Readers!" anchor chart](#)

["Reading Playdates" anchor chart](#)

Session 14

[Link to Venus Flytraps: Jaws of Death YouTube video](#)

Session 15

["Mary Had a Little Lamb" nursery rhyme](#)

["Brother John" song lyrics](#)

["Avid Poetry Readers..." anchor chart](#)

["How to Read a Poem" chart](#)

["The Itsy Bitsy Spider" lyrics](#)

["The Swing" lyrics](#)

Session 16

["I'm a Little Teapot" song lyrics](#)

["Reading Playdates" anchor chart](#)

["The Swing" lyrics](#)

Session 17

["Brother John" song lyrics](#)

["Rain" poem](#)

["How to Be a Copycat Poet" chart](#)

["Avid Poetry Readers..." anchor chart](#)

["The Swing" lyrics](#)

Read Aloud

["Readers Talk About Books" anchor chart](#)

["Let's Have a Grand Conversation" chart](#)
[Speech and Thought Bubbles Template](#)
Read Aloud Prompts for Not Norman
[Color](#) / [B&W](#)

Modifications

See suggestions for implementation listed under each goal.

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5b - Writing

Introduction to Opinion Writing (Book 4)

Summary and Rationale

In this unit, writers will begin to explore what it means to have an opinion. Writers will respect the idea that others have different opinions. Writers will express ideas near and dear to their heart by sharing how they feel and why, using the word “because” to say more. To begin, teachers will immerse students in the unit by reading opinion books, talking about what makes an opinion, and discussing how everyone has their own opinion. Together, writers will revisit the writing process (think, plan, write, sketch and label, reread, and revise) through a shared writing experience together as a class as they write an opinion piece on a shared topic. Then, students can engage in the writing process as they create independent writing pieces. They will think and plan across the pages first, before putting their thoughts onto paper. Depending on writing stamina, writers will have the opportunity to choose from a variety of writing papers as they write one or more pieces. Writers will utilize partner work to help them plan as well as revise their pages. Writers may use editing tools and resources to make their writing easier to read. Finally, writers will celebrate their writing

accomplishments by publishing their favorite piece.

Recommended Pacing

6-8 weeks (May-June)

Standards

Reading: Informational Text

RI.K.1	RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.K.8	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.10	RI.K.10. Actively engage in group reading activities with purpose and understanding

Reading: Foundational Skills

RF.K.1	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none">1. Follow words from left to right, top to bottom, and page by page.2. Recognize that spoken words are represented in written language by specific sequences of letters.3. Understand that words are separated by spaces in print.4. Recognize and name all upper- and lowercase letters of the alphabet.
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Writing

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.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>
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.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	
L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>Produce and expand complete sentences in shared language activities.</p>
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Interdisciplinary Connections	
Standard : Social Studies	
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.

6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
Integration of Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
Social Justice Standards	
ID.K-2.1	I know and I like who I am and can talk about my family and myself and name some of my group identities.
ID.K-2.4	I can feel good about myself without being mean or making other people feel bad.
<div>Enduring Understandings:</div> <div>Essential Questions:</div>	
<ul style="list-style-type: none"> Opinion writers speak from the heart and share their opinions about how they feel about something they like or dislike and explain their reasons why. Opinion writers revise and edit by using strategies and resources around the classroom and in their personal writing space to make their writing even better. 	<ul style="list-style-type: none"> How can writers share their opinions? How can opinion writers revise and edit?
Evidence of Learning (Assessments)	
<div>Unit Common Assessment:</div> <ul style="list-style-type: none"> On demand post (use writing prompt for “Opinion/Argument”) <ul style="list-style-type: none"> Assess elements: Overall, Transitions, Organization, Craft, Spelling, Punctuation (see Writing Rubrics below) <div>Writing:</div> <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists 	
Objectives (SLO)	
<div>GETTING READY:</div> <ul style="list-style-type: none"> Prepare a variety of different paper choices (see below/online resources). Gather books that contain opinion writing (see Suggested Resources below) 	

Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>IMMERSION</p> <p>During this unit you should take time to address Social Justice standards ID.K-2.1 (I know and like who I am and can talk about my family and myself and describe our various group identities) and ID.K-2.4 (I can feel good about myself without being mean or making other people feel bad).</p> <p>Immersion is a great place to incorporate <u>I Like Me</u> from the diverse texts lists to discuss our own similarities and differences.</p>	<p>As a class, they will read a persuasive book/text and talk about opinion writing and the purpose. Writers don't just share stories or write informational pieces, they can also share their opinions with others. Teachers may want to begin with a text such as: <i>In My Opinion</i> by Deb Bird</p> <p><u>I LIKE ME</u> https://www.youtube.com/watch?v=VbhUZPA6kwE</p> <p><u>IN MY OPINION</u> In My Opinion</p> <p><u>RED IS BEST</u> Red is Best</p> <p>Teachers might talk about what makes an opinion and how everyone has their own opinion.</p> <p>POSSIBLE WRITING IDEAS:</p> <ul style="list-style-type: none"> - Which is your favorite color? <ul style="list-style-type: none"> - Teachers may want to create a graph as a visual. - Do you like chocolate chip cookies or oreos? - Do you like goldfish or pretzels? - What is your favorite season? <p>Then, as a class, they will create a shared writing piece on one of the ideas above.</p> <p><u>SHARED WRITING</u></p> <p>DAY ONE: PLAN</p> <ul style="list-style-type: none"> - Writers think about their opinions and share a different reason for their opinion on each page. Then plan across pages by touching and saying. Teachers may want to model using this structure: <ul style="list-style-type: none"> - Page 1 - introduce my opinion - Page 2 - one reason - Page 3 - second reason - Page 4 - ending (one way to conclude could be to ask a question such as: What is your favorite color?) <p>DAY TWO: SKETCH & LABEL</p> <p>Today, the class will work together as they share ideas for their class writing. The teacher will add sketches and labels to model as they go through the process.</p>

	<p>SHARED WRITING</p> <p>DAY THREE: WRITE</p> <p>Today, the class will go back and add words and sentences to the class shared writing.</p>
<p>GOAL: Writers can share their opinions and provide reasons to support their thinking.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Engage in conferences that launch the new unit. (Session 1) ● Confer to ensure that your minilesson is reaching students at varying ability levels. (Session 2) ● Differentiate instruction in the use of the word wall. (Session 5) ● Use conferences to assess and to plan for future teaching. (Session 6) 	<ul style="list-style-type: none"> ● Writers express their opinions with others by sharing how they feel about something they like or dislike. <ul style="list-style-type: none"> ○ Example: <ul style="list-style-type: none"> ■ I like the color... ■ My least favorite color is... ■ The best part of kindergarten was... ● Writers are kind and respectful when others express their opinions, even if it is different from what they think and feel. <ul style="list-style-type: none"> ○ They may even share opinion statements about how we can be kind and respectful or engage in a role play activity. ○ Possible Mentor Text for Interactive Read Aloud: <i>A Bad Case of Stripes</i>, <i>Don't Let the Pigeon Stay up Late</i>. ● Writers make a list of potential opinion writing ideas by category. <ul style="list-style-type: none"> ○ Example: sports, holidays, dessert, fitness, games, seasons, places, school ○ Printable Anchor Chart ● Writers choose an idea and rehearse by touching and saying across the pages as they practice sharing their opinion. <ul style="list-style-type: none"> ○ Writers should be writing sentences first. We are not adding illustrations <i>yet</i>. Writers are focusing on sentence structure and writing ideas on the page. ● As they label and write across the pages, writers call upon many strategies to figure out how to write words that are hard to spell. (Session 5: mini-lesson) <ul style="list-style-type: none"> ○ This may even be a mid-workshop interruption. ● Writers can back up their opinions by sharing reasons why. <ul style="list-style-type: none"> ○ <u>Prompt</u>: I like X because... ○ Teachers may want to coach students across a few days, each day adding a new reason. ○ It may be helpful to have students sit independently to plan and rehearse first by touching and saying across the pages. They could then share with a partner before they actually begin to sketch, label, and write.

	<ul style="list-style-type: none"> ○ It may be helpful to have one/two groups of partners “model” their turn and talk before sending writers off independently. ● Writers realize the more reasons they can provide, the more convincing their writing will be. (Session 2: mini-lesson)
<p>GOAL: Opinion writers revise and edit to make our writing even stronger.</p> <hr/> <p><i>Suggestions for Differentiation</i> <i>Conferring/Small Group Instruction</i> <i>(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)</i></p> <ul style="list-style-type: none"> ● Confer to help students use mentor texts for revision ideas. (Session 8) 	<ul style="list-style-type: none"> ● Writers reread what they have written and think, “What can I do to make my writing better?” (Session 4: mini-lesson) ● Writers read and study the work of other writers (both student work and published mentor texts) and then try to incorporate what they have learned into their own writing. (Session 8: mini-lesson) <ul style="list-style-type: none"> ○ This may be best for a small group ● Writers make their writing convincing by including facts that teach their readers important information about their topic. (Session 13: mini-lesson) ● Writers read about their topic so they can include more detailed information in their writing. (Session 14: mini-lesson) <ul style="list-style-type: none"> ○ This may be done in a small group or with the whole class, depending on your students. ● Writers reread their writing to make sure it is clear and easy to read. (Session 11: mini-lesson) <ul style="list-style-type: none"> ○ Students may use their ‘pointer power wand’ or other variety of a ‘magic wand’ to point to each word as they reread and ‘look for’ mistakes. ● Writers reread their writing to be sure they have included the right punctuation that will tell their readers how to read their piece. (Session 16: mini-lesson) ● Writers go back and add color and details to their sketches to make illustrations more realistic. <ul style="list-style-type: none"> ○ Some students may want to add speech bubbles, action lines, backgrounds, etc. ● Writers revise and edit their writing before publication using writing tools, in this case a checklist. (Session 18: mini-lesson)

Suggested Resources/Technology Tools

[School-To-Home](#)

Suggested Texts:

“Don’t Let the Pigeon Stay up Late” by Mo Willems

“Red is Best” by Kathy Stinson

“In My Opinion” by Deb Bird

"I Like Me" by Nancy Carlson

Correlations to the Common Core State Standards

Anchor Charts

Writers Write to Make the World Better!

[Color](#) / [B&W](#)

We Can Be Really Convincing

[Color](#) / [B&W](#)

Make People Really Listen!

[Color](#) / [B&W](#)

When We Are Done We Have Just Begun!

[Color](#) / [B&W](#)

Session 2

[FIG. 2-1 Teacher demonstration text](#)

[FIG. 2-2 Serena's letter](#)

[FIG. 2-3 Sofia's letter](#)

Session 4

[Chart: When We Are Done...](#)

[Anchor chart: When We Are Done We Have Just Begun!](#)

[FIG. 4-1 Teacher demonstration text](#)

Session 5

[Chart: Writers Don't Say "How Do You Spell..."](#)

[Video of Jack's song](#)

[Chart: How to Turn a Word...](#)

[FIG. 5-1 Jack's song](#)

[FIG. 5-2 Jack's petition](#)

Session 8

[FIG. 8-1 Lily's letter](#)

[FIG. 8-2 Liam's letter to Ronen](#)

[FIG. 8-3 Jack's letter](#)

[Chart: What Makes Writing Easy to Read](#)

[Anchor chart: Make Writing Easy to Read!](#)

Session 13

[Chart: We Can Be Really Convincing](#)

[Anchor chart: We Can Be Really Convincing](#)

[FIG. 13-1 Bailee's sign](#)

Session 18

[Opinion Writing Checklist, Kindergarten and Grade 1](#)

[Chart: Make People Really Listen](#)

[Anchor chart: Make People Really Listen!](#)

Writing Paper Choices

[Paper Choice: Box with 2 Lines \(Horizontal\)](#)
[Paper Choice: Box with 3 Lines \(Horizontal\)](#)
[Paper Choice: Letter](#)
[Paper Choice: Dedication Page](#)
[Paper Choice: Box Only - for Poster, Sign, or Large Picture](#)
[Paper Choice: Box with 5 Lines](#)
[Paper Choice: Booklet Page - Box with 4 Lines](#)
[Paper Choice: Booklet Page - Box with 7 Lines](#)
[Paper Choice: Divided Box and 4 Lines](#)
[Paper Choice: Divided Box and 5 Lines](#)
[Paper Choice: Heading, Box, and 5 Lines](#)
[Paper Choice: Heading, Box, and 6 Lines](#)
[Paper Choice: 8 Lines \(No Box\)](#)

Modifications

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Optional Unit: If Time Allows

Readers Are Resourceful: Tackling Hard Words and Tricky Parts in Books
(If...Then...Curriculum)

Summary and Rationale

This unit highlights foundational skills as supports for readers who are putting it all together, such as using directionality, searching for meaning in the pictures, having word-by-word matching, recognizing sight words in the context of reading, holding onto the patterns in texts. In Bend one, readers are invited to be resourceful problem solvers, as they use all they they have learned to solve words. Then, in bend two, students learn additional strategies for figuring out tricky words and learn that flexible readers don't give up, they make multiple attempts to solve tricky

words. Finally, in bend three, readers learn to reread for different purposes, independently and with partners.

Recommended Pacing

4-6 weeks

Standards

Reading: Literature

RL.K.4	Ask and answer questions about unknown words in a text.
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Reading: Informational Text

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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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).
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Reading: Foundational Skills

RF.K.1	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none">1. Follow words from left to right, top to bottom, and page by page.2. Recognize that spoken words are represented in written language by specific sequences of letters.3. Understand that words are separated by spaces in print.4. Recognize and name all upper- and lowercase letters of the alphabet.
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RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none">1. Recognize and produce rhyming words.2. Count, pronounce, blend, and segment syllables in spoken words.3. Blend and segment onsets and rimes of single-syllable spoken words.4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
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RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ol style="list-style-type: none">1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing
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	<p>many of the most frequently used sounds of each consonant.</p> <ol style="list-style-type: none"> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read high-frequency and sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>
Speaking and Listening	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	
LK.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>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>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>
LK.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>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.</p>
LK.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Instructional Focus	

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers think about the story and how the book sounds to figure out words. • Readers are flexible problem solvers. • Readers reread to make their reading sound great and help them understand more about books. 	<ul style="list-style-type: none"> • How can I think about the story and about how books sound to help me figure out tricky words? • How do I make sure I notice when something I read doesn't make sense or sound right and then use multiple strategies to fix up my reading? • How can I reread my books many times to make my reading sound better and to help me understand more about the books?
Evidence of Learning (Assessments)	
Reading: <ul style="list-style-type: none"> • TC Running Record Reading Assessments 	
Objectives (SLO)	
GETTING READY: * This unit's mini-lessons are not as clear cut as other units. Read through the If...Then... curriculum to choose mini-lessons. <ul style="list-style-type: none"> • Increase to ten to twelve books of just-right books in book baggies • Several challenging books in book baggies • You may want to place transitional readers in a level-up partnership (for example, children who read levels A/B in a partnership with a solid C reader) 	
Word Study/Phonics Focus: Blend Phonemes Word building Word endings: ing, ed, s Digraphs <i>Differentiated, based upon the results of the Spelling Inventory, utilizing Words Their Way</i>	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>BEND I: Readers Think About the Story and How the Book Sounds to Figure Out Words</p> <p>GOAL: Readers cross-check readily and fix up their mistakes quickly, in order to hold on to the greater meaning of the text.</p>	<ul style="list-style-type: none"> • Readers notice when things aren't making sense and when they need to go back and fix up their reading (Mini-Lesson p. 30). • Readers don't just focus on the print, they also use the meaning of the story to figure out tricky parts (Mini-Lesson p. 31). • Readers use what they already know about the topic and what sounds right for the book to help them read each page (Mini-Lesson p. 33).

	<ul style="list-style-type: none"> Once readers know the pattern in a book, they can hang onto it as they continue to read the pages. If readers forget the pattern, they can always reread from the beginning and use the pictures to help them figure out how the book goes (Mini-Lesson p. 34).
<p>BEND II: Readers Are Flexible Problem Solvers</p> <p>GOAL: When readers encounter a problem, they don't just try one thing, they try another and another to be flexible problem solvers.</p>	<ul style="list-style-type: none"> Readers try out many different strategies to help them figure out a tricky word, then they double-check by asking: 'Does it make sense? Does it sound like a book? Does it look right?' (Mini-Lesson p. 37). Readers make plans for the strategies they will try by warming up and naming the strategies they might use if they get stuck on a tricky part (Mini-Lesson p. 37). When readers can't figure out a tricky word, no matter what they try, they move on, mark the tricky words, and share them with their partner to figure it out together (Mini-Lesson p. 38).
<p>BEND III: Readers Make Their Reading Sound Great!</p> <p>GOAL: Expert readers always reread for many reasons to get their reading just the way it needs to be.</p>	<ul style="list-style-type: none"> Readers don't just finish a book and move on to another one, they read their books a few times trying out different things (Mini-Lesson p. 41). Careful readers reread with a plan by using special bookmarks as a tool to plan their reading work (Mini-Lesson p. 42). Careful readers can plan by looking at the charts that are hung around the room to remind them of the choices they have (Mini-Lesson p. 42). Readers read together in many different ways to make their reading sound great (Mini-Lesson p. 43).
Suggested Resources/Technology Tools	
Teachers College Reading and Writing Project Website <i>Readers are Resourceful</i> <div> "Questions to Help Your Partner Solve a Tricky Part" chart "Reasons to Reread" chart "Partners Make Plans" bookmark "Ways to Read Together" chart </div>	
Modifications	
See suggestions for implementation listed under each goal.	
Career Readiness, Life Literacies, and Key Skills Practices (June 2020)	

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Optional Unit - If Time Allows

Music in Our Hearts: Writing Songs and Poetry (If...Then... curriculum)

Summary and Rationale

Young children are natural poets. How many times have you watched a child tap her knees and chant lines of words to the beat? A unit of study on poetry, can teach children to write not only in that one particular genre but, also, to write better in general. In this unit, writers will experiment with powerful language, use line breaks, metaphor, and comparison to convey feelings. In Bend I writers will get to experience many types of songs and poems. Next, in Bend II, writers will begin to use tunes from familiar songs to jump-start their writing. Then, in Bend III, writers will reach for meaningful topics to write about emphasizes on what really matters to them. Finally, in Bend IV, writers will elaborate on topics they care about taking careful attention to detail while preparing to publish.

Recommended Pacing

4-6 weeks

Standards

Reading: Literature

RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
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R.L.K.10	Actively engage in group reading activities with purpose and understanding.
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Reading: Foundational Skills

RF.K.1	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none">1. Follow words from left to right, top to bottom, and page by page.2. Recognize that spoken words are represented in written language by specific sequences of letters.3. Understand that words are separated by spaces in print.4. Recognize and name all upper-and lowercase letter of the alphabet.
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RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none">1. Recognize and produce rhyming words.2. Count, pronounce, blend, and segment syllables in spoken words.3. Blend and segment onsets and rimes of single-syllable spoken words.4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
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	5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> 1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. 2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 3. Read high-frequency and sight words with automaticity. 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot.)
Writing	
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.
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, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
Speaking and Listening	
SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p>
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	
L.K.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print many upper- and lowercase letters.</p> <p>B. Use frequently occurring nouns and verbs.</p>

	<p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>F. Produce and expand complete sentences in shared language activities.</p>
Interdisciplinary Connections	
Standard : Visual and Performing Arts	
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
Integration of Technology	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Writers notice the structural characteristics of poems and songs, and discuss the author's intentions. Writers will begin to use tunes from familiar songs to jump-start their writing. Writers will reach for meaningful topics to write about emphasizing on "What Really Matters to Me?" Writers will learn that poets and songwriters, like all writers, elaborate on topics they care about. 	<ul style="list-style-type: none"> How do writers identify author's intentions? How can writers use familiar songs to help their writing? What are meaningful topics to write about? Why do writers write about topics they care about?
Evidence of Learning (Assessments)	
Writing: <ul style="list-style-type: none"> TCRWP Writing Rubrics and Student Editing Samples TCRWP Editing Checklists 	
Objectives (SLO)	
GETTING READY:	

*** This unit's mini-lessons are not as clear cut as other units. Read through the If...Then... curriculum to choose mini-lessons. There are also many choices of poems and songs to use as mentor texts- see page 56-57.**

To prepare your children for this unit, you'll want to read aloud lots of different kinds of poems. Help them notice how poems look on the page, that it is not written in full sentences. Poets use white space and line breaks to tell people how the poems should be read. You will also want to sing a number of simple songs with your children so that they have tunes in their head.

Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>BEND I: Immersion in Songwriting and Poetry: Setting the Stage</p> <p>GOAL: Writers notice the structural characteristics of poems and songs, and discuss the author's intentions.</p>	<ul style="list-style-type: none"> • Writers notice some author's crafts and discuss. (Mini-lesson, p.58) • Writers can notice how songs and poems look different than a storybook. (Mini-lesson p.58) • Writers can use Post-its to label some of the aspects of songs and poetry. (Mini-lesson,p.58) • Writers notice verses, line breaks, repeated lines, white space, and choices about punctuation, capital letter, and fonts. (Multiple-Mini-lessons, p.58) • Writers will be immersed in studying songs and poetry through centers. (See p.59)
<p>BEND II: Studying the Rhythm and Voice of Songs to Help Us Write Our Own</p> <p>GOAL: Writers will begin to use tunes from familiar songs to jump-start their writing.</p>	<ul style="list-style-type: none"> • Writers will reread through their writing folder, pausing to say "Can I sing this? Let me try." (Mini-lesson, p. 61) • Writers can make their favorite songs their own by creating words they dream up.(Mini-lesson, p.61) • Writers need to make sense if we want readers to understand our work. (Mini-lesson, p.62) • Writers craft songs that teach and have purpose. (Mini-lesson, p.62) • Writers get inspired by objects and using their senses. (Mini-lesson, p. 63)
<p>BEND III: Songwriters and Poets Write from the Heart: Writing Meaningful Songs and Poems)</p> <p>GOAL: Writers will reach for meaningful topics to write about emphasizing on "What Really Matters to Me?"</p>	<ul style="list-style-type: none"> • Writers write from the heart. (Mini-lesson, p.63) • Writers fill their poems and songs with meaning by writing about topics that inspire strong feelings. (Mini-lesson, p.63) • Writers have lots of strategies for showing strong feelings. (Mini-lesson,p.64) • Writers speak directly to the object(or person or place). (Mini-lesson, p. 64) • Writers share their pieces with partners showing expression using gestures, grand pauses, lifting their voice and singing or reading with feeling. (Mini-lesson, p. 64)

BEND IV: Songwriters and Poets Revise and Write New Songs and Poems

GOAL: Writers will learn that poets and songwriters, like all writers, elaborate on topics they care about.

- Writers need to be good poetry and song partners. (Mini-lesson, p.65)
- Writers let their partners fuel their motivation and enthusiasm for sticking with a poem a little longer, to add on, to take parts out, to revise. (Mini-lesson,p.65)
- Writing partners have two jobs. The first being an active listener. (Mini-lesson, p.65)
- Writing partners second job is to read so their partner really understands (Mini-lesson,p.65)
- Writing partners compliment and question each other. (Mini-lesson, p.65)
- Writers revise through elaboration-adding verses, making comparisons, and thinking about word choice. (Mini-lesson, p.65)

Suggested Resources/Technology Tools

See page 56-57 in *If...Then...* for a detailed list of suggested mentor texts.

iPad Apps:

Virtual Poet

Word Mover

Writing Paper Choices

[Paper Choice: Box with 2 Lines \(Horizontal\)](#)

[Paper Choice: Box with 3 Lines \(Horizontal\)](#)

[Paper Choice: Letter](#)

[Paper Choice: Dedication Page](#)

[Paper Choice: Box Only - for Poster, Sign, or Large Picture](#)

[Paper Choice: Box with 5 Lines](#)

[Paper Choice: Booklet Page - Box with 4 Lines](#)

[Paper Choice: Booklet Page - Box with 7 Lines](#)

[Paper Choice: Divided Box and 4 Lines](#)

[Paper Choice: Divided Box and 5 Lines](#)

[Paper Choice: Heading, Box, and 5 Lines](#)

[Paper Choice: Heading, Box, and 6 Lines](#)

[Paper Choice: 8 Lines \(No Box\)](#)

Modifications

See suggestions for implementation listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.

- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence