

Unit Title		Estimated Time Frame
My Community		31 days
Big Idea		
Identify the roles and responsibilities of people at home, in school and in their community.		
Essential Questions	Literacy Practices	
<p>Why do we read? Why do we write?</p>	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning. 	
KAS Standards* if a standard has verbiage that is bold and underlined, that is the focus of the standard; otherwise, teach the standard in its entirety.	Prerequisite Skills/Considerations	Samples of Learning Intention/Success Criteria
<p><u>RF.K.1</u> Demonstrate understanding of the organization and basic features of print to aid in comprehension.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Recognize that words are separated by spaces in print. 	<p>Prerequisite Skills:N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Students will enter kindergarten having had varied experiences with text. Students will learn how print works through multiple exposures to texts. Model often and make the connections between reading and writing explicit. ● Begin teaching for integration of what 	<p>I am learning how print works when I read and write.</p> <ul style="list-style-type: none"> ● I can recognize that words I speak can be written with letters. ● I can point to the beginning of a word. ● I can track text from left to right. ● I can track text from top to bottom. ● I can determine where to start reading or writing on a page. (left to right, top to

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<p>d. Recognize and name all upper and lowercase letters of the alphabet.</p>	<p>children see, hear and say early on (RF.K.1.b.) We want them to understand, “<i>I know that if I hear a word, I will see it on the page. I know if I see a word, my mouth has to say it.</i>”</p> <ul style="list-style-type: none"> • While the foundational skills are taught explicitly, they are not meant to be taught in isolation. Students need to see how foundational skills are applied to reading and writing connected text. <i>Make sure to model the meaning of letter, word, space between words, and print/text/book.</i> • At the beginning of this unit, start the ELLE Alphabet Module. (RF.K.1, HW.K.1) • While we have included examples of success criteria for early reading concepts about print, it will be more important to observe the students applying the skills (e.g., pointing to the first word on the page, tracking print, return sweep) than having the student recite success criteria. 	<p>bottom)</p> <ul style="list-style-type: none"> • I can recognize that text and pictures tell the story (or give information) when I read or write. • I can recognize that words are separated by spaces when I read or write. • I can name the uppercase letters. • I can name the lowercase letters. • I can recognize the difference between a letter and a word. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>a. <u>Recognize and orally produce rhyming words.</u></p> <p>b. <u>Count, pronounce, blend and segment syllables in spoken words.</u></p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. <u>Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.</u></p> <p>e. Add or substitute individual sounds</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> • This standard, RF.K.2, is addressing phonological awareness, an umbrella term for any work helping children learn to notice and/or manipulate sounds in speech. Please note that at the early stages, this work will be done orally. The teaching procedures in the ELLE Early Phonemic Awareness and Phonics Module will help students integrate phonological and phonemic awareness with phonics, the relationship between the sounds (phonemes) in spoken language and the symbols (letters/graphemes) that 	<p>I am learning about how words <i>sound</i>.</p> <ul style="list-style-type: none"> • I can recognize words that rhyme. • I can say a word that rhymes with a word I hear. • I can clap the syllables of a word I hear. • I can count the syllables of a word I hear. • I can blend syllables I hear to say a word. <p>I am learning to hear sounds in words.</p> <ul style="list-style-type: none"> • I can segment/isolate the beginning sound of a word I hear. • I can say a word that begins with a sound I hear.

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(phonemes) in simple, one-syllable words to make new words.	<p>represent them</p> <ul style="list-style-type: none"> Students will enter kindergarten having had varied experiences with text. Students will learn how print works through multiple exposures to a variety of texts such as big books, anchor charts, board books, etc. Model often and make the connections between reading and writing explicit. While the foundational skills are taught explicitly, they are not meant to be taught in isolation. Students need to see how foundational skills are applied to decoding while reading and encoding while writing continuous text. It will be important to demonstrate how we blend and segment syllables. At the end of Unit 1, start ELLE Early Phonemic Awareness and Phonics Module (RF.K.2d, RF.K.3a). 	<ul style="list-style-type: none"> I can isolate/segment (hear/say) the beginning, middle and ending sound of a word I hear. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <u>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</u> Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <u>Read common high-frequency words by sight.</u> Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> Students will enter kindergarten having had varied experiences with text. Students will learn how print works through multiple exposures to texts. Model often and make the connections between reading and writing explicit. While the foundational skills are taught explicitly, they are not meant to be taught in isolation. Students need to see how foundational skills are applied to reading and writing connected text. Students will need to be taught to distinguish between consonants and vowels. 	<p>I am learning about how sounds and letters work.</p> <ul style="list-style-type: none"> I can match the sounds I hear to the letter(s) that make that sound. I can say the sound of the letter I see. I can say the first letter of a word I hear. <p>I am learning about sight words.</p> <ul style="list-style-type: none"> I can read sight words. I can identify sight words in a text. I can quickly read and write words I'm learning. I can find words I'm learning in my classroom. I can read and write words I'm learning around my classroom.

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	<ul style="list-style-type: none"> At the end of Unit 1, start ELLE Early Phonemic Awareness and Phonics Module (RF.K.2d, RF.K.3a). 	<ul style="list-style-type: none"> I can find words I'm learning in books and on charts. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
HW.K.1 Print all upper and lowercase letters and numerals.	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> At the beginning of this unit, start the ELLE Alphabet Module. (RF.K.1, HW.K.1) In the ELLE Alphabet Module, children are taught to name letters at the same time they learn to write them. In order to learn to read and to write efficiently, letter formation and recognition should be automatic (accurate and quick). Printing numerals will be addressed during the math block. 	<p>I am learning about letters.</p> <ul style="list-style-type: none"> I can write the part of an uppercase letter. I can name the part of an uppercase letter. I can write each uppercase letter following and saying oral directions. I can name the uppercase letters. I can write each uppercase letter quickly and correctly. I can name the lowercase letters. I can write each lowercase letter quickly and correctly. I can write uppercase letters using correct letter formation. I can write lowercase letters using correct letter formation. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
RL.K.3 With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.	<p>Prerequisite Skills: N/A</p> <p>Considerations: The majority of kindergarten RL/RI standards begin, "<i>With prompting and support,...</i>". As you teach, keep the gradual release model in mind (I do, we do, you do).At the beginning of a unit or at the beginning of the year, you will explicitly model the concept being taught and provide guided practice before asking</p>	<p>I am learning about the characters and setting in a story.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> I can identify the characters in a story. I can identify the setting of the story. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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	all students to demonstrate mastery independently.	
<p>RI.K.3 With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.</p> <ul style="list-style-type: none"> ○ 	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● The majority of kindergarten RL/RI standards begin, “<i>With prompting and support,...</i>”. As you teach, keep the gradual release model in mind (I do, we do, you do). At the beginning of a unit or at the beginning of the year, you will explicitly model the concept being taught and provide guided practice before asking all students to demonstrate mastery independently. ● Consider integrating RI.K.3 with RI.K.5 (title page, front cover/back cover of a book). ● Consider Integrating from KAS for Social Studies with ELA standards in Unit 1: <ul style="list-style-type: none"> ○ K.I.Q.1 <i>Ask compelling questions about their community.</i> 	<p>I am learning to identify ideas and information from a text.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> ● I can look at pictures to tell what a text is mostly about. ● I can use the title to tell what the text is mostly about. ● I can talk about the author’s ideas. ● I can talk about the information I read about in a text. ● I can use pictures and words to identify ideas I learned from reading a text. ● ● I can use pictures and words to identify information I learned from reading a text. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RL/RI.K.10 RL.K.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary/informational texts.</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Throughout all of your literacy teaching and work with students, this standard reminds us that everything we do should be in the service of students reading and writing at grade-level by the end of the year. ● Students will need time for independent reading and writing in order to apply 	<p>I am learning to use different strategies to understand what a text is about.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> ● I can monitor my reading to know if it makes sense. ● I can re-read and try again when my reading doesn’t make sense. ● I can monitor my reading to know if it looks right. ● I can look for words I know. (When I see a

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	strategies learned and build vocabulary, monitoring strategies, and fluency.	<p>word I know, I say that word.)</p> <ul style="list-style-type: none"> ● I can use the picture to think about the story. ● I can get my mouth ready with the first sound of the tricky word and think about what would make sense. ● I can reread to make sense of a text. ● I can use pictures to ask questions about a text. ● I can use words to visualize what is happening in a text. ● I can make a “movie” in my brain to visualize what is happening in a text. ● I can use pictures and words to summarize what a text is mainly about. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, <u>to develop real or imagined experiences</u> or multiple events <u>or ideas</u>, using effective technique, descriptive details and clear sequences.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ol style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event. c. Include details which describe actions, thoughts, emotions. d. Create a sense of closure. 	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● While we have identified C.K.3 as the essential composition standard for this unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences. Students should also have many opportunities to participate in shared writing, interactive writing, guided writing, and independent writing. ● Children will follow different paths when it comes to recording their stories and ideas. Stages of Emergent Writing Development may be helpful in identifying a particular student’s stage of writing 	<p>I am learning to write about my ideas and experiences.</p> <p><i>With some help...</i></p> <ul style="list-style-type: none"> ● I can think of an idea or experience to write about. ● I can talk about an idea or experience I want to write about. ● I can draw about an idea or experience. ● I can draw and write about an idea or experience. ● I can identify a topic to write about. ● I can use pictures and words to add details to my writing. ● I can write using the correct letter and sentence form. ● I can use ____ (details, emotions,

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<p>e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>development, and in deciding what to teach to gradually take the student to a higher level.</p> <ul style="list-style-type: none"> Consider integrating this standard with C.K.5: <u>With guidance and support participate in shared</u> research and <u>writing</u> projects. Students will participate in thinking and composing via shared writing, but the teacher will be the scribe. Look for students to transfer skills demonstrated in shared writing to their own writing. Consider Integrating from KAS for Social Studies with ELA standards in Unit 1: <ul style="list-style-type: none"> K.I.Q.1 <i>Ask compelling questions about their community.</i> 	<p>movement, action, etc.) in my drawing to write about an experience.</p> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>L.K.1 <u>When writing or speaking, demonstrate appropriate use of:</u></p> <ol style="list-style-type: none"> common nouns and verbs. regular plural nouns by orally adding /s/ or /es/. interrogative sentences using who, what, where, when, why and how. sentences using common prepositions. <u>complete sentences.</u> 	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> Read Aloud and class discussions are powerful practices for expanding children’s oral language. In addition to your teaching and modeling, students will need many opportunities to listen, think, and talk throughout the school day in order to build language competencies. Consider Integrating from KAS for Social Studies with ELA standards in Unit 1: <ul style="list-style-type: none"> K.I.Q.1 <i>Ask compelling questions about their community.</i> 	<p>I am learning to speak in complete sentences.</p> <p><i>With some help...</i></p> <ul style="list-style-type: none"> I can speak in complete sentences. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>L.K.2 When writing:</p> <ol style="list-style-type: none"> capitalize the first word in a sentence and the pronoun I. recognize and name end punctuation. 	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> Much of the explicit teaching of this standard will occur via teacher modeling 	<p>I am learning to write in complete sentences.</p> <p><i>With some help...</i></p> <ul style="list-style-type: none"> I can begin sentences with a capital letter.

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<p>c. write a letter or letters for most consonant and short-vowel sounds.</p> <p>d. spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>○</p>	<p>and via shared writing (C.K.5: <u>With guidance and support participate in shared</u> research and <u>writing</u> projects.)</p> <ul style="list-style-type: none"> ● Consider Integrating from KAS for Social Studies with ELA standards in Unit 1: <ul style="list-style-type: none"> ○ K.I.Q.1 <i>Ask compelling questions about their community.</i> 	<ul style="list-style-type: none"> ● I can capitalize the pronoun <i>I</i>. ● I can use ending punctuation when writing a sentence. ● I can say words slowly to help myself write what I hear. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
Essential Vocabulary		
<p>author(s)-the person or people who write the story or text characters- a person, an animal, or an object in a text illustration/illustrator- a picture made by an artist in a book/the person or people who draw the pictures in a book informational text/nonfiction- writing that is about facts or real events lowercase- small letters narrative- a story or account of real or imagined experiences or events nouns - person, place, or thing rhyiming- two or more words that have the same ending sound sentence- a group of words that conveys a complete thought (<i>It will be more helpful to demonstrate finding, reading, and writing sentences and referring to them clearly as sentences, versus teaching the definition</i>). setting- where and when an event takes place in a text story/fiction-imaginary, not real uppercase- letters that are capital, large letters</p>		
Supporting Standards (connected essential standards)		
<p>RL.K.4: With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (supports RL.K.3, RL.K.10, C.K.3)</p> <p>RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. (supports RI.K.10).</p> <p>RL.K.5: Recognize common structures of poems, stories, and dramas. (supports RL.K.3, RL.K.10, C.K.3).</p> <p>RI.K.5: Identify the front cover, back cover, and title page of a book. (supports RF.K.1, RL.K.3, RI.K.3)</p> <p>RL.K.6: With prompting and support, identify the author and illustrator of a story, and explain how each tells the story. (supports RL.K.3, RL.K.10, L.K.1)</p> <p>RI.K.6: With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text. (supports RI.K.3, RI.K.10, L.K.1)</p> <p>RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear. (supports RL.K.3, L.K.1)</p>		

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<p>RI.K.7: With prompting and support, describe the relationship between visuals and the text. (supports RI.K.3, L.K.1)</p> <p>C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) (supports RL.K.2, RI.K.3, L.K.1, L.K.2).</p> <ol style="list-style-type: none"> With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. Introduce the topic. Provide reasons with details to support the opinion. Use grade-appropriate transitions. Provide a concluding idea. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. <p>C.K.5: <u>With guidance and support participate in shared</u> research and <u>writing</u> projects. (supports RL.K.3, RI.K.3, C.K.3, L.K.2, HW.K.1)</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (supports RL.K.3, RI.K.3, L.K.1, L.K.2) Demonstrate an understanding of verbs and adjectives and their antonyms. Demonstrate an understanding of verbs and adjectives and their synonyms. 	
Summative Assessment	
School-Created Unit Assessment– Essential and Supporting Standards	
Anchor Text(s)	
<p>Wonders <i>What about Bear?</i> (Fiction) Unit 1, Week 1 <i>How to Be a Friend</i> (Non-Fiction) Unit 1, Week 1</p>	
Additional Resources	
<p>Mentor Texts for Writing <i>Enemy Pie</i>, Derek Munson (C.K.3)</p> <p>Literary Texts for Big Idea/Essential Question <i>Our Class is a Family</i> by Shannon Olsen <i>We're All Wonders</i> by R. J. Palacio <i>All Are Welcome</i> by Alexandra Penfold</p>	

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<p><i>Please Take Me for a Walk</i> (Wonders Unit 3, Week 3) <i>I Love Bugs!</i> (Wonders Unit 2, Week 3; read aloud, syllables, connect to writing) <i>What Can You Do With a Paleta?</i> (Wonders Unit 4, Week 2)</p> <p>Informational Texts for Big Idea/Essential Question <i>A Neighborhood</i> (Wonders Unit 3, Week 3) <i>Whose Shoes</i> (Wonders Unit 4, Week 1) <i>Workers and Their Tools</i> (Wonders Unit 4, Week 1)</p> <p>My World (Social Studies) <i>Where We Learn</i> (Non-fiction), Chapter 1, Lesson 1 <i>We Work Together</i> (Non-fiction), Chapter 1, Lesson 2</p> <p>Concepts About Print <i>The Two Mice</i>, a poem in Mary Ann Hoberman's You Read to Me, I'll Read to You: Very Short Stories to Read Together (RF.K.1) The Drinking Fountain, a poem by Marchette Chute (RF.K.2)</p> <p>Social Studies / Reading Connections <i>Together</i>, George Ella Lyon (Social Studies; K.C.CV.1) <i>Lilly's Purple Plastic Purse</i>, Kevin Henkes (Social Studies; K.C.PR.1)</p> <p>Multicultural Books by Standard <i>Peeny Butter Fudge</i>, Toni Morrison & Slade Morrison (RL.K.3)</p> <p>The Next Step Forward in Guided Reading and Top 12 Comprehension Strategies by Jan Richardson</p> <p>The Reading Strategies Book, Jennifer Serravallo Strategies- 1.15, 1.16</p> <p>The Writing Strategies Book, Jennifer Serravallo Strategies- 1.1 - 1.18, 6.2, 6.3</p> <p>Composition in the Classroom</p> <p>Launching the Writing Workshop</p> <p>A Teacher's Guide to Getting Started with Beginning Writers, K-2, Katie Wood Ray and Lisa Cleveland (videos embedded)</p>	

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<p>Guided Drawing</p> <p>Lucy Calkins Narrative Writing Checklist for Kindergarten</p> <p>Readworks.org (need to create free educator and student accounts)</p> <p>Standards: A Glossary of Terms for Teachers</p> <p>Taberski, Sharon and Jim Burke. (2014). <i>The Common Core Companion Grades K-2: The Standards Decoded</i>. Thousand Oaks, California: Corwin.</p>	