

Unit Title		Estimated Time Frame
Where are we going?		36 days
Big Idea		
I can identify important places, people and jobs in our community.		
Essential Question(s)	Literacy Practices	
Where are places we can go? How do we get there?	<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*	Prerequisite Skills/Considerations	Samples of Learning Intention/Success Criteria
if a standard has verbiage that is bold and underlined, that is the focus of the standard; otherwise, teach the standard in its entirety.		
RF.K.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension. <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. 	Prerequisite Skills: <ul style="list-style-type: none"> ● N/A Considerations: <ul style="list-style-type: none"> ● As noted above, no prerequisite skills are listed for this standard, as this is the first year of school for kindergarten students. However, by this point (beginning of Unit 2), students will have participated in many shared literacy experiences in which the teacher has 	<p>I am learning how to read a book.</p> <p><i>With prompting and support...</i></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 write my story from left to right. ● I can track text from top to bottom.

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d. Recognize and name all upper and lowercase letters of the alphabet.	<p>explicitly modeled all of the concepts above, and students will have been invited to participate via “We-do” shared tasks. During this second unit, and especially during small-group instruction, encourage students and nurture their attempts to take on some of those newly learned skills.</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 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>” • 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. Make sure to model the meaning of letter, word, space between words, and print/text/book. • The ELLE Alphabet Module (RF.K.1, HW.K.1) was introduced in Unit 1. Continue teaching students to recognize, name, and write letters according to pacing guidelines in the ELLE Teacher’s Guide. • While we have included examples of success criteria for early reading concepts about print, it will be more important to observe the students <i>applying</i> the skills (e.g., pointing to the first word on the page, tracking print, 	<ul style="list-style-type: none"> • I can determine where to start reading or writing on a page. • I can recognize that text and pictures tell the story when I read or write. • I can recognize that text and pictures give information when I read or write. • I can recognize that words are separated by spaces when I read or write. • I can read a text from left to right, top to bottom. <p>I am learning the letters of the alphabet.</p> <ul style="list-style-type: none"> • I can name the uppercase letters • I can write each uppercase letter following and saying oral directions. • I can write each each uppercase letter quickly and correctly • I can name the the lowercase letters • I can write each lowercase letter following and saying oral directions. • I can write each lowercase letter quickly and correctly • I can recognize, name, and form the letters we are learning. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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	return sweep) than having the student recite success criteria.	
<p>RF.K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>a. Recognize and orally produce rhyming words.</p> <p>b. Count, pronounce, blend and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> • N/A <p>Considerations:</p> <ul style="list-style-type: none"> • As noted above, no prerequisite skills are listed for this standard, as this is the first year of school for kindergarten students. However, by this point (beginning of Unit 2), students will have participated in many shared literacy experiences in which the teacher has explicitly modeled all of the concepts above, and students will have been invited to participate via “We-do” shared tasks. During this second unit, and especially during small-group instruction, encourage students and nurture their attempts to take on some of those newly learned skills. • 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 Beginning 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 represent them • 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 	<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. • I can isolate/segment (hear/say) the beginning, middle and ending sound of a word I hear. • I can add a beginning (middle or ending) sound to say a new word. • I can change the beginning (middle or ending) sound to say a new word. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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	<p>books, anchor charts, board books, etc. Model often and make the connections between reading and writing explicit.</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 decoding while reading and encoding while writing continuous text. • The ELLE Beginning Phonemic Awareness and Phonics Module (formerly called the Early Phonemic Awareness Module), (RF.K.2d, RF.K.3a), was introduced at the end of Unit 1. Continue teaching the Beginning Phonemic Awareness and Phonics Module, along with the ELLE Alphabet Module. • Start the ELLE Intermediate Phonemic Awareness and Phonics Module (RF.K.2d, RF.K.3a) once the Alphabet Module and Beginning Phonemic Awareness and Phonics Modules are complete. 	
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>a. 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></p> <p><u>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</u></p> <p><u>c. Read common high-frequency words by sight.</u></p> <p>d. Orally distinguish between similarly</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> • No prerequisite skills are listed for this standard, as this is the first year of school for kindergarten students. However, by this point (beginning of Unit 2), students will have participated in many shared literacy experiences in which the teacher has explicitly modeled all of the concepts above, and students will have been invited to participate via “We-do” shared tasks. During this second unit, and especially during 	<p>I am learning about letter sounds.</p> <ul style="list-style-type: none"> • I can match the sounds I hear to letters. • I can say the sound of the letter I see. • I can say the first letter of a word I hear. • I can identify short vowel sounds. • I can identify long vowel sounds. <p>I am learning about sight words.</p> <ul style="list-style-type: none"> • I can quickly read and write words I’m learning. <p><i>*Success Criteria for additional parts of standards</i></p>

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<p>spelled words by identifying the sounds of the letters that differ.</p>	<p>small-group instruction, encourage students and nurture their attempts to take on some of those newly learned skills.</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. • The ELLE Beginning Phonemic Awareness and Phonics Module (formerly called the Early Phonemic Awareness Module), (RF.K.2d, RF.K.3a), was introduced at the end of Unit 1. Continue teaching the Beginning Phonemic Awareness and Phonics Module, along with the ELLE Alphabet Module. • Start the ELLE Intermediate Phonemic Awareness and Phonics Module (RF.K.2d, RF.K.3a) once the Alphabet Module and Beginning Phonemic Awareness and Phonics Modules are complete. • Be aware of your teacher language when talking about letters and sounds; the <i>sound</i> is what we <i>hear</i>; the <i>letter</i> is what we <i>see</i>. • Immerse students in high-frequency word learning and application by creating a print-rich classroom environment. 	<p><i>will need to be developed in PLCs.</i></p>
<p>HW.K.1 Print all upper and lowercase letters and numerals.</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p>	<p>We are learning about letters in order to read and write.</p>

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	<ul style="list-style-type: none"> Continue instruction in 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 speeded). 	<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 write each each uppercase letter quickly and correctly I can name the the lowercase letters I can write each each lowercase letter quickly and correctly I can write upper and lowercase letters using correct letter formation. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RL.K.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.</p> <ul style="list-style-type: none"> 	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> With modeling and scaffolding, students will orally ask and answer questions. Students will consider questions such as: <ul style="list-style-type: none"> What happens in this text? What do the characters say in this text? Which words, pictures, and sentences help me know this? To help students make logical inferences from the text, select texts to read aloud or share with students that allow them to make logical inferences. Ask questions that lead them to infer (I wonder why he did that? I wonder what she thought? I wonder why the boy in the illustration looks sad?). As students answer these 	<p>I am learning how to ask and answer questions to help me understand the story.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> I can explain the difference between a question and an answer. I can say what happened in the story. I can ask questions to help me understand what the character did. I can think about the story and what I already know to answer my question. I can find words and pictures in the text that help answer my question. I can use pictures and words to ask questions about a story. I can use pictures and words to find the answer to my questions.

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	<p>questions, ask them to explain how they arrived at their conclusions using specific words and phrases in the text.</p> <ul style="list-style-type: none"> To support students in asking and answering questions about key details in a text, model asking more analytical (how, why) questions than literal (who, what, where, when) questions. Also, model and elaborate on what led you to ask a question. This will help students recognize that a question is typically an extension of something we already know. To infer, readers add what they <i>learned</i> from the text to what they already <i>know</i> about the subject; however, for an inference to be “logical,” it must be based on evidence <i>from the text</i>. 	<p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RI.K.1 With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> With modeling and scaffolding, students will orally ask and answer questions. Students will consider questions such as: <ul style="list-style-type: none"> What happens in this text? What do people say in this text? Which words, illustrations, and sentences help me know this? To help students make logical inferences from the text, select texts to read aloud or share with students that allow them to make logical inferences. Ask questions that lead them to infer (I wonder why...? I wonder what...?) As students answer these questions, ask them to explain how they arrived at their conclusions using specific words and phrases in the text. 	<p>I am learning how to ask and answer questions to help me understand a text.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> I can say what a text is mostly about. I can ask “I wonder” questions about what happens in the text. I can ask “I wonder” questions about what the people/animals do in the text. I can think about the text and what I already know to answer my question. I can find words and pictures in the text that help answer my question. I can use my questions to help me learn more information about a topic. I can use pictures and information to ask questions about a text.

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	<ul style="list-style-type: none"> Model how to determine what the text says explicitly by naming the important facts while pointing to words, sentences, illustrations, and text features that support meaning. 	<ul style="list-style-type: none"> I can use pictures and information to find the answer to my questions. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<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> <p>○</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> identify the characters in a story (from Unit 1) identify the setting of a story (from Unit 1) <p>Considerations:</p> <ul style="list-style-type: none"> The majority of kindergarten standards begin, "With prompting and support..." As you teach, keep the gradual release model in mind (I do, we do, you do). 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. Students will consider questions such as: <ul style="list-style-type: none"> Who is the main character and what is he/she like? Who are the other characters and how does the main character get along with them? Would the story have been the same if it had taken place at a different location? 	<p>I am learning about the parts of a story so I can understand what happens 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 in a story. I can identify the major events in a story. I can identify the major events of a story in the correct order. I can think about the characters, settings, and major events to help me understand the story.
<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>	<p>Prerequisite Skills: In Unit 1, students were introduced to orally identifying the individuals, and events presented over the course of a text (with prompting and support).</p> <p>Considerations:</p>	<p>I am learning how informational text works.</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

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	<ul style="list-style-type: none"> With modeling and scaffolding, students will orally identify the individuals, events, ideas, or pieces of information presented over the course of a text. 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. Think aloud and model <i>precisely</i> what you want students to be able to do on their own later, and nurture their attempts at applying new learning. Consider integrating this standard with RI.5 (text features- title page, front cover/back cover of a book). Consider integrating K.I.Q.1 <i>Ask compelling questions about their community</i>, from KAS for Social Studies with ELA standards in Unit 2. 	<p>mostly about.</p> <ul style="list-style-type: none"> 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 identify important (Pick 1: people, events, ideas, information) in 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. 	<p>I am learning to use strategies to help me read grade-level (or above grade-level) literary/informational texts.</p> <p><i>With prompting and support...</i></p> <ul style="list-style-type: none"> I can listen to (monitor) my reading to know if it makes sense. I can re-read and try again when my reading doesn’t make sense.

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	<ul style="list-style-type: none"> Students will need time for independent reading and writing in order to apply strategies learned and build vocabulary, monitoring strategies, and fluency. 	<ul style="list-style-type: none"> I can look for words I know. (When I see a word I know I say that word.) I can monitor my reading to know if it makes sense, sounds right and looks right. I can ask questions to help me better understand the text I am reading. I can visualize what is happening in a text. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p><u>C.K.3 Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</u> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) <u>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</u> b. Recount a single event. <u>c. Include details which describe actions, thoughts, emotions.</u> d. Create a sense of closure. e. With guidance and support from peers and adults, develop and strengthen writing as</p>	<p>Prerequisite Skills: This standard was introduced in Unit 1, focusing on beginning to get ideas on paper.</p> <p>Considerations:</p> <ul style="list-style-type: none"> The new learning in Unit 2 will introduce students to using digital resources to produce writing, to write about multiple events or ideas, and to begin to improve their technique, organization, and level of details. 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 development, and in deciding what to teach to gradually take the student to a higher level. Consider integrating this standard with C.K.5: <u>With guidance and support participate in shared research and writing</u> projects. Students will participate 	<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 use (Adobe Spark, Google Slides, etc) to write and illustrate my story. I can draw a picture to show my actions/thoughts/emotions. I can write details about my actions/thoughts/emotions. I can add details to my drawing and writing to help tell about my experience. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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needed by planning, revising and editing.	<p>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.</p> <ul style="list-style-type: none"> Consider integrating K.I.Q.1 Ask compelling questions about their community, from KAS for Social Studies with ELA standards in Unit 2. 	
<p>L.K.1 When writing or speaking, demonstrate appropriate use of:</p> <p>a. common nouns and verbs.</p> <p><u>b. regular plural nouns by orally adding /s/ or /es/.</u></p> <p><u>c. interrogative sentences using who, what, where, when, why and how.</u></p> <p><u>d. sentences using common prepositions.</u></p> <p><u>e. complete sentences.</u></p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> N/A <p>Considerations:</p> <ul style="list-style-type: none"> Provide plenty of modeling and support to students as you introduce new learning in this unit. Consider integrating K.I.Q.1 Ask compelling questions about their community, from KAS for Social Studies with ELA standards in Unit 2. 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. 	<p>I am learning how language works when I speak and write.</p> <p>For this standard, consider using a checklist of the skills listed in the standard, and note when students are observed demonstrating mastery, or when they need instruction.</p> <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> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> Provide plenty of modeling and support to students as you introduce new learning in this unit. Much of the explicit teaching of 	<p>I am learning to write complete sentences.</p> <ul style="list-style-type: none"> I can start a sentence with a capital letter.

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consonant and short-vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<p>this standard will occur via teacher modeling 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 K.I.Q.1 Ask <i>compelling questions about their community</i>, from KAS for Social Studies with ELA standards in Unit 2. 	<ul style="list-style-type: none"> I can use letter sounds to write words. I can put a space between words in a sentence. I can use correct punctuation at the end of a sentence I can use a period, exclamation point, question mark correctly at the end of a sentence. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

Essential Vocabulary

author(s) -- the person or people who write the story or text

blend -- putting together sounds we hear to make a word; saying the sounds of letters we see to make a word

characters -- a person, an animal, or an object in a text that can think, feel, or act; who the story is all about

details -- parts of a text that help me know what the text is about

events -- the things that happened in a text

identify -- saying who or what something is

individual -- a person in a text

illustration/illustrator -- a picture made by an artist in a book/the artist

inference -- adding what I learned in the text to what I already know (about the topic/subject) to help me understand what the author does not clearly say

informational text/nonfiction -- writing that is about facts or real events

high-frequency words -- words I can read quickly (without 'sounding them out')

key ideas -- the ideas that matter most in helping me understand the text

long vowel sound -- *It will be more helpful to demonstrate and provide links for the short vowel sounds rather than providing a definition. Consider using an alphabet chart so that students have a link to the sound: /ā/ is like the sound of 'a' in cake, etc.*

lowercase- small letters

narrative -- a story that someone tells. A narrative can be a story about something I did or something that happened to me.

nouns -- words for people, places and things

print/text/book -- something that you read or write, with letters, words, and

question(s) -- when we ask with words like *who, what, when, where, why* and *how* to find out more

rhyiming -- two or more words that have the same ending sound/part

segment -- to break a word into sounds or parts

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<p>sentence -- a group of words that conveys a complete thought</p> <p>setting -- where and when an event takes place in a text</p> <p>short vowel sound -- <i>It will be more helpful to demonstrate and provide links for the short vowel sounds rather than providing a definition. Consider using an alphabet chart so that students have a link to the sound: /a/ is like 'apple', etc.</i></p> <p>story/fiction -- imaginary; not real</p> <p>syllable -- a part or chunk of a word you can hear (<i>It will be more helpful to demonstrate hearing and clapping syllables in students' names and in multisyllabic words from read aloud and shared reading and referring to these parts as syllables</i>).</p> <p>uppercase- letters that are capital, large letters</p>	
Supporting Standards	
<p>RL.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story. (Supports RL.K.1, RL.K.3, RL.K.10).</p> <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.1, RL.K.3, RL.K.10, C.K.3).</p> <p>RL.K.5 Recognize common structures of poems, stories and dramas. (Supports RL.K.1, RL.K.3, RL.K.10).</p> <p>RI.K.2 With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text. (Supports RI.K.1, RI.K.3, RI.K.10).</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. (Supports RI.K.1, RI.K.3, RI.K.10).</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.)</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. (Supports all essential RL/RI standards in this unit). 	

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<p>C.K.6 With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions. (Supports all RL/RI essential standards in this unit, and C.K.3).</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify homophones.</p> <p>b. Identify common affixes and how they change the meaning of a word.</p> <p>c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (Supports all RL/RI essential standards in this unit, and C.K.3).</p>	
Summative Assessment	
School Unit Assessment– Essential and Supporting Standards	
Anchor Text(s)	
<p>NOTE: All fiction texts selected as anchor texts can be used to teach all RL standards within the unit; all non-fiction texts selected as anchor texts can be used to teach all RI standards within the unit.</p> <p>Wonders <i>Roadwork</i> (Informational) -- Unit 4, Week 3 <i>Please Take Me for a Walk</i> (Fiction) -- Unit 3, Week 3</p> <p>My World (Social Studies) “Our Home and Neighborhood” (Chapter 4, Lesson 4) (supports RI. K.3)</p>	
Additional Resources	
<p>Wonders Interactive Read Aloud Cards <i>The Tortoise and the Hare</i> (Fiction) (Unit 1, Week 2) <i>The Lion and the Mouse</i> (Fiction) (Unit 1, Week 1) <i>The Boy Who Cried Wolf</i> (Fiction) (Unit 3, Week 1) <i>Tikki Tikki Tembo</i> (Fiction) (Unit SS, Week 2) <i>The Ugly Duckling</i> (Fiction) (Unit SS, Week 1)</p> <p>Mentor Texts for Writing <i>I Walk With Vanessa</i> by Kerascoët</p>	

Unit Title	Estimated Time Frame
Where are we going?	36 days
<p>Text ideas for reading <i>The Three Little Pigs</i> (various versions and authors) <i>Old Mother Hubbard</i> (various versions) <i>Humpty Dumpty</i> (included in Wonders <i>Big Book of Rhymes</i>) <i>Jack and Jill</i> (included in Wonders <i>Big Book of Rhymes</i>) <i>The Enormous Watermelon</i> by Brenda Parkes <i>Hattie and the Fox</i> by Mem Fox and Patricia Mullins <i>David Gets in Trouble</i> by David Shannon</p> <p>From Wonders: <i>Pouch</i> (Fiction) - Unit 1 Week 2 <i>What about Bear?</i> (fiction) - Unit 1 Week 1 <i>How do Dinosaurs Go to School?</i> (Fiction) -- Unit 3, Week 1 <i>What's the Big Idea, Molly?</i> (Fiction) - Unit 10, Week 1 <i>A Grand Old Tree</i> (and From Seed to Tree in back of this big book) (Informational) - Unit 5, Week 2 <i>Peter's Chair</i> (Fiction) - (Unit 9, Week 1) <i>Whose Shoes?</i> (Informational) -- Unit 4, Week 1 <i>Big Book of Rhymes</i> (Phonological Awareness/Phonics concepts)</p> <p>Social Studies / Reading Connections</p> <p>Multicultural Books by Standard <i>Jabari Jumps</i> RL.K.1 <i>The Snowy Day</i> RL.K.3 <i>Thundercake</i> RL.K.3</p> <p>The Reading Strategies Book by Jennifer Serravallo Strategies: 1.15 Readers Explain Their Thinking 1.16 What I See, What I Think</p> <p>The Writing Strategies Book by Jennifer Serravallo Strategies: 1.1 Talk as You Draw</p>	

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Where are we going?	36 days
<p>1.8 Make Your Picture Look Like the Picture in Your Mind 6.2 Add More to Your Pictures (Then, Maybe More to Your Words) 6.3 Speech Bubbles Let Your Characters Talk</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 by Katie Wood Ray and Lisa Cleveland (videos embedded)</p> <p>Guided Drawing</p> <p>Lucy Calkins Narrative Writing Checklist for Kindergarten</p>	