

Unit Title		Estimated Time Frame
Making a Difference		38 days
Big Idea		
Authors share messages and information with readers.		
Essential Question(s)	Literacy Practices	
<p>How can I help myself understand a text?</p> <p>How do I write about a topic to teach my reader something?</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*	Prerequisites/Considerations	Samples of Learning Intention/Success Criteria
<p>if a standard has verbiage that is bold and underlined, that is the focus of the standard; otherwise, teach the standard in its entirety.</p>		
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension.</p> <p>a. Follow words from left to right, top to bottom and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Recognize that words are separated by spaces in print.</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 3), 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.

Unit Title		Estimated Time Frame
Making a Difference		38 days
<p>d. Recognize and name all upper and lowercase letters of the alphabet.</p>	<p>explicitly modeled all of the concepts above, and students will have been invited to participate via “We-do” shared tasks. During this third 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 from various genres. 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) should be completed by this time. However, for students still needing explicit instruction in learning to recognize and form letters, continue teaching small groups of students according to the guidelines in the ELLE Teacher’s Guide. • While we have included examples of success criteria for early reading concepts about 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>

Unit Title	Estimated Time Frame	
Making a Difference	38 days	
	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, return sweep) than having them 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 3), 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 third 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 Phonemic Awareness and Phonics Modules will help students integrate phonological and phonemic awareness with phonics (addressed in RF.K.3), the relationship between the sounds (phonemes) in spoken language and the symbols 	<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>

Unit Title		Estimated Time Frame
Making a Difference		38 days
	<p>(letters/graphemes) that 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 <i>decoding</i> while reading and <i>encoding</i> while writing continuous text. Complete the ELLE Intermediate Phonemic Awareness and Phonics Module (RF.K.2d, RF.K.3a) during Unit 3. Note the guidelines and recommendations for kindergarten (i.e., the module extends beyond the scope of the kindergarten standards. The Late Lessons are optional, but may be appropriate for some kindergarten students). 	
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight.</p> <p>d. Orally distinguish between similarly</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> Note that in this unit, Tier I instruction will focus on words with short vowel sounds. Student data may reveal that some students are ready for long vowel sounds, and if so, their instruction can be adapted in small group. The Making Words word study procedure, described on pages 82-83 of Jan Richardson's <i>Next Step Forward in Guided</i> 	<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.

Unit Title		Estimated Time Frame
Making a Difference		38 days
<p>spelled words by identifying the sounds of the letters that differ.</p>	<p><i>Reading</i>, will help students learn to distinguish and associate short vowel sounds, and encourages integration of students' visual and auditory processing (i.e., linking phonemic awareness and phonics).</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 3), 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 third unit, and especially during small-group instruction, encourage students and nurture their attempts to take on some of those newly learned skills. • 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 reading and writing connected text. • Complete the ELLE Intermediate Phonemic Awareness and Phonics Module (RF.K.2d, RF.K.3a) during Unit 3. Note the guidelines and recommendations for kindergarten (i.e., the module extends beyond the scope of the 	<p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

Unit Title		Estimated Time Frame
Making a Difference		38 days
	<p>kindergarten standards. The Late Lessons are optional, but may be appropriate for some kindergarten students).</p> <ul style="list-style-type: none"> • 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. Remember that reading high-frequency words in isolation is not the end goal. The end goal is for students to apply their knowledge of high-frequency words when reading and writing connected text. 	
<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>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Differentiate prompting and support as needed. • 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 questions, ask them to explain how they 	<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. <p><i>*Success Criteria for additional parts of standards</i></p>

Unit Title		Estimated Time Frame
Making a Difference		38 days
	<p>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 <i>you</i> 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>. 	<i>will need to be developed in PLCs.</i>
<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.</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> Since this is the first unit in which students will experience this standard as an essential standard, it may be helpful to begin with recognizing key details from a brief story, rather than from a summary. Beginning with read aloud during the “I Do” phase of gradual release, think aloud about how you recognize key details that help you understand the lesson learned in a story. Point out those details--words, sentences, and illustrations--that helped you reason and infer. Engage in shared reading (We Do) in which students participate in figuring out the lesson learned by attending to 	<p>I am learning how key details help us understand the lesson learned in a story.</p> <p>With some help...</p> <ul style="list-style-type: none"> I can tell what the story is about. I can decide which details from the story are the most important. I can tell the key details from a story/summary. I can use key details to tell what problem the character faced in the story. I can use key details to talk about how the character solves the problem. I can use key details to talk about how the character changes from the beginning of the story to the end. I can talk about the lesson the character

Unit Title	Estimated Time Frame	
Making a Difference	38 days	
	<p>specific words, phrases, and images in the story.</p> <ul style="list-style-type: none"> ● As more of the responsibility is released to students, they will consider questions such as <ul style="list-style-type: none"> ○ Who is the story mostly about? ○ What problem is the character facing? ○ How does the character resolve it? ○ How is this character different at the end of the story than at the beginning? ● The summary may be pre-written by teacher, may be written collaboratively by teacher and students, or collaboratively with other students. Experience with RL.K.3 will aid students in creating a summary; summarizing is one of the flexible strategies listed in RL.K.10. 	<p>learned in the story.</p> <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>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 	<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.

Unit Title	Estimated Time Frame	
Making a Difference	38 days	
	<p>mastery independently.</p> <ul style="list-style-type: none"> ● 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>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> <ul style="list-style-type: none"> ● 	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Differentiate prompting and support as needed. ● 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. ● 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. 	<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. ● 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>

Unit Title	Estimated Time Frame
Making a Difference	38 days
<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>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 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 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>

Unit Title	Estimated Time Frame	
Making a Difference	38 days	
<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 strategies learned and build vocabulary, monitoring strategies, and fluency. 	<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. 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>HW.K.1 Print all upper and lowercase letters and numerals.</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> Finish 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). 	<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 write each each uppercase letter quickly and correctly I can name the the lowercase letters I can write each lowercase letter quickly and correctly.

Unit Title	Estimated Time Frame	
Making a Difference	38 days	
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<p><u>C.K.2 Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.</u> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p><u>b. Introduce the topic.</u></p> <p><u>c. Supply information to develop the topic.</u></p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding idea.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Prerequisite Skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● 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. ● Students will consider: <ul style="list-style-type: none"> ○ What am I drawing or writing about? ○ What two or three things do I most want my reader to know? ○ What picture(s) will I draw to go with my words? ○ What details can I add to the picture(s)? ● Provide numerous examples of published informative/explanatory texts before you ask students to write. As children engage with informational texts used for teaching RI.K.1 and RI.K.3, draw their attention to techniques the authors used to share information about their topics (introductions, key ideas or points, graphics, endings). Use the word <i>topic</i> when you have these class discussions, and encourage students to talk about 	<p>I am learning to write an informative piece so I can teach someone else about something I know.</p> <p><i>With some help...</i></p> <ul style="list-style-type: none"> ● I can identify an informative text. ● I can identify an explanatory text. ● I can identify a topic to write about. ● I can talk about the topic I want to write about. ● I can draw about my topic. ● I can introduce my topic in my writing piece. ● I can draw and write things I know about my topic. ● I can use pictures and words to add details that I know about my topic to my writing.

Unit Title	Estimated Time Frame	
Making a Difference	38 days	
	<p>how they might incorporate these techniques into their writing.</p> <ul style="list-style-type: none"> Consider integrating this standard with C.K.5: With guidance and support participate in shared research and writing 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 using the Lucy Calkins Information Writing Self-Checklist to help your students self assess, or use it as a model to develop your own writing rubric with your students. 	
<p>L.K.1 When writing or speaking, demonstrate appropriate use of:</p> <p>a. common nouns and verbs.</p> <p>b. regular plural nouns by orally adding /s/ or /es/.</p> <p>c. interrogative sentences using who, what, where, when, why and how.</p> <p>d. sentences using common prepositions.</p> <p>e. complete sentences.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> N/A <p>Considerations:</p> <ul style="list-style-type: none"> Differentiate support to students as needed. 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>L.K.2 When writing:</p> <p>a. Capitalize the first word in a sentence and</p>	<p>Prerequisite Skills: N/A</p>	<p>I am learning to write complete sentences.</p>

Unit Title		Estimated Time Frame
Making a Difference		38 days
<p>the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <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>Considerations:</p> <ul style="list-style-type: none"> • Differentiate support to students as needed. • Provide plenty of modeling and support to students as you introduce new learning in this unit. Much of the explicit teaching of 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.) • Consider integrating K.I.Q.1 Ask compelling questions about their community, from KAS for Social Studies with ELA standards in Unit 1. 	<ul style="list-style-type: none"> • I can start a sentence with a capital letter. • 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		
<p>ask--talking or writing to find out more, using words like <i>who, what, when, where, why,</i> and <i>how</i></p> <p>answer--a response to a question; giving someone information they ask for</p> <p>author-- the person or people who write the story or text</p> <p>blend-- putting together sounds we hear to make a word; saying the sounds of letters we see to make a word</p> <p>characters--a person, an animal, or an object in a text that can think, feel, or act; who the story is all about</p> <p>construct meaning--to make sense of a story we hear or read; to be able to tell or write what a text is about</p> <p>details--parts of a text that help me know what the text is about</p> <p>events--the things that happened in a text</p> <p>explanatory text--a text that explains information, like how to do something</p> <p>explicit questions--questions I can answer directly from the text</p> <p>ideas--a thought or a picture in someone's mind; thoughts that the author wants the reader to know</p> <p>identify--saying who or what something is</p> <p>illustration/illustrator- a picture made by an artist in a book</p> <p>individual--a person in a text</p> <p>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</p> <p>informative--a text that tells or shows the reader information about a topic</p> <p>introduce--in writing, telling the reader what my topic is and what I will say about my topic</p>		

Unit Title	Estimated Time Frame
Making a Difference	38 days
<p>key concepts--the most important ideas the author writes about logical inferences--to add what I learned from the text to what I already know lowercase--small letters pieces of information--things the author wants to teach me in a nonfiction text rhyming--two or more words that have the same ending sound/part segment--to break a word into sounds or parts sentence- a group of words that conveys a complete thought setting- where and when an event takes place in a text story/fiction--imaginary; not real 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 books read aloud and shared reading and referring to these parts as syllables</i>). topic-what the text (or part of the text) is about; what I am writing about uppercase--letters that are capital, large letters</p>	
Supporting Standards	
<p>RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories. (Supports RL.K.3)</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, C.K.2)</p> <p>RI.K.9 With prompting and support, identify information from two or more texts on similar themes or topics. (Supports RI.K.1, RI.K.3, C.K.2)</p> <p>C.K.4 With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers. (Supports C.K.2).</p> <p>C.K.5 With guidance and support, participate in shared research and writing projects. (Supports RI.K.1, RI.K.3, C.K.2)</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (Supports all essential standards identified in this unit).</p> <ol style="list-style-type: none"> Identify homophones. Identify common affixes and how they change the meaning of a word. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 	
Summative Assessment	

Unit Title	Estimated Time Frame
Making a Difference	38 days
School Unit Assessment– Essential and Supporting Standards	
Anchor Text(s)	
<p>Wonders <i>Peter's Chair</i> (Fiction) Unit 9, Week 1 <i>A Community Garden</i> (Non-Fiction) Unit 4, Week 3</p> <p>My World (Social Studies) Jobs Then and Now (Chapter 3, Lesson 3.4) Life Long Ago (Chapter 6, Lesson 6.1)</p>	
Additional Resources	
<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>Mentor Texts for Writing <i>Big Blue Whale</i> by Nicola Davies <i>Let's Go Rock Collecting</i> by Roma Gans <i>Chickenology: The Ultimate Encyclopedia</i> by Camilla Pintonato</p> <p>Additional Informational Texts <i>A Peek at Beaks</i> by Sara Levine and Kate Slater <i>I Am the Shark</i> by Joan Holub <i>My Tiny Life</i> by Ruby T. Hummingbird by Paul Meisel <i>How to Build an Insect</i> by Roberta Gibson <i>If You Were an Elephant</i> by Leslie Staub <i>Someone Builds the Dream</i> by Lisa Wheeler</p> <p>Additional Fictional Texts <i>Corduroy</i> by Don Freeman <i>Wemberly Worried</i> by Kevin Henkes <i>Julius, the Baby of the World</i> by Kevin Henkes <i>Jabari Jumps</i> by Gaia Cornwall</p>	

Unit Title	Estimated Time Frame
Making a Difference	38 days
<p><i>Jabari Tries</i> by Gaia Cornwall</p> <p>Social Studies / Reading Connections</p> <p>Consider Integrating the following KSS Inquiry Standards throughout this unit:</p> <p>Communicating Conclusions K.I.CC.1: Construct an explanation about their community’s civic life, history, geography, and/or economy. K.I.CC.2: Construct an argument to address a problem in the classroom or school. K.I.CC.3: Identify ways to civically engage at school.</p> <p>Using Evidence K.I.UE.1: Identify information from two or more sources to investigate characteristics of a community</p> <p>Multicultural Books by Standard</p> <p>The Reading Strategies Book by Jennifer Serravallo Strategies- 1.15, 1.16</p> <p>The Writing Strategies Book by 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 by Katie Wood Ray and Lisa Cleveland (videos embedded)</p> <p>Guided Drawing</p> <p>Lucy Calkins Information Writing Self-Checklist</p>	