

Unit Title		Estimated Time Frame
Take a Closer Look		33 days
Big Idea		
I can read multiple books to learn about a character or a topic.		
Essential Question(s)	Literacy Practices	
<p>How do characters feel and act in different stories?</p> <p>How do authors share information about a topic?</p> <p>How can I improve my writing with help from my teacher and my classmates?</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*	Prerequisite Skills/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>d. Recognize and name all upper and</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, 	<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. • I can determine where to start reading or

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lowercase letters of the alphabet.	<p>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. • Most ELLE modules meant for kindergarten whole group will have been introduced and completed by now. As indicated by data, continue using the Alphabet Module, Beginning Phonemic Awareness and Phonics Module, and Intermediate Phonemic Awareness and Phonics. • 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 	<p>writing on a page.</p> <ul style="list-style-type: none"> • 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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	the first word on the page, tracking print, return sweep) than having the student recite success criteria.	
<p>RF.K.2 Demonstrate understanding of spoken words. Most ELLE modules meant for kindergarten whole group will have been introduced and completed by now. As indicated by data, continue using the Alphabet Module, Beginning Phonemic Awareness and Phonics Module, and Intermediate Phonemic Awareness and Phonics.</p> <p>ds, 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 	<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>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.</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. • Most ELLE modules meant for kindergarten whole group will have been introduced and completed by now. As indicated by data, continue using the Alphabet Module, Beginning Phonemic Awareness and Phonics Module, and Intermediate Phonemic Awareness and Phonics. 	
<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 spelled words by identifying the sounds of the letters that differ.</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 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 	<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 will need to be developed in PLCs.</i></p>

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	<p>learn how print works through multiple exposures to texts. 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 reading and writing connected text. • Most ELLE modules meant for kindergarten whole group will have been introduced and completed by now. As indicated by data, continue using the Alphabet Module, Beginning Phonemic Awareness and Phonics Module, and Intermediate Phonemic Awareness and Phonics. • 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>*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.

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	<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>RL.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories.</p>	<p>Prerequisite skills:</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Students will consider questions such as: <ul style="list-style-type: none"> ○ Who is the main character in the story? What are they like? Kind? Shy? Courageous? ○ Where does each story take place? ○ What kinds of experiences does each character have, and how are their experiences alike or different? ○ What does each main character do to resolve the problem/conflict? ● As you teach and model, highlight how most of the main character's experiences and adventures occur in the "middle" of the story. Read each story aloud and focus on the events that occur in each or the steps each main character takes to get from "the problem" (the beginning) to "the resolution" (the ending). Model to students how to organize findings and thinking (T-charts, Venn diagrams, etc.) 	<p>I am learning to compare and contrast stories.</p> <p>With some help, I can...</p> <ul style="list-style-type: none"> ● identify the characters in a story I read/hear. ● identify the adventures/experiences of a character in a story I hear/read. ● tell how the character's adventures/experiences are alike and different.

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<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.</p>	<p>Prerequisite skills:</p> <ul style="list-style-type: none"> ● understand that texts and visuals/pictures convey meaning ● attend to text read aloud <p>Considerations:</p> <ul style="list-style-type: none"> ● Students will consider questions such as: <ul style="list-style-type: none"> ○ What is the main topic of the text? ○ What is the most important information about the main topic that the author wants me to know? ● Guide students to consider how the title, headings, pictures/captions, and bold words in an informational text help readers figure out the main topic, pointing out to students when the author plainly states the main idea in a paragraph's first sentence and other places. ● Think aloud about how you determine the central idea and point out key details--words, sentences, and illustrations/photos--that helped you reason and infer. 	<p>I am learning to use key details to identify the central idea of the text.</p> <p>With some help...</p> <ul style="list-style-type: none"> ● I can tell the key details of a text or summary. ● I can use key details from a text or summary to tell the central idea.
<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> <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. 	<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.

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	<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. 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 1. 	<ul style="list-style-type: none"> 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>

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<p>RI.K.9 With prompting and support, identify information from two or more texts on similar themes or topics.</p>	<p>Prerequisite skills: N/A</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Students will consider questions such as: <ul style="list-style-type: none"> ○ What is the topic of both texts? What is the title of each text? ○ What information did I find in both texts? ○ Is there information in one text that is not in the other? ○ Are the pictures/charts/etc. the same or different? ● As you model, read texts that are short, or focus on only one chapter in each book, so that students can reread the text and refer back to it to verify their reasoning. ● Remind students that photos and text features can also help us identify information in texts (not just the words).
<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 identify information about a topic in more than one text.</p> <p>With some help, I can...</p> <ul style="list-style-type: none"> ● identify the topic of a text ● find information about the topic within that text ● find information about the same topic in a different text <p>*Consider pairing this standard with the Success Criteria in RI.K.2. The “two or more texts” may be selected by the student, groups of students, or the entire class.</p>	<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

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		<p>right.</p> <ul style="list-style-type: none"> 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>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"> 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). 	<p>We are learning about letters in order to read and write.</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 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>C.K.2 <u>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</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 	<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.

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<p>resources, but not every writing experience must utilize those digital resources.)</p> <p><u>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</u></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><u>f. Provide a concluding idea.</u></p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>a particular student’s stage of writing 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 <u>K.I.Q.1 Ask compelling questions about their community</u>, from KAS for Social Studies with ELA standards in Unit 1. 	<ul style="list-style-type: none"> 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. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<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"> Provide plenty of modeling and support to students as you introduce new learning in this unit. Consider integrating <u>K.I.Q.1 Ask compelling questions about their community</u>, from KAS for Social Studies with ELA standards in Unit 1. 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 	<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>

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	order to build language competencies.	
<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 consonant and short-vowel sounds.</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</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 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 <i>compelling questions about their community</i>, from KAS for Social Studies with ELA standards in Unit 1. 	<p>I am learning to write complete sentences.</p> <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>adventures- something new and exciting to do; the activities a character participates in or the journeys a character takes in a story</p> <p>author- the person or people who write the 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>central idea- Some ideas are more important to a story than others; these are the ideas you could not cut out without changing the meaning of the text. The central idea contains the main elements that make up the text and that all the supporting details help to develop.</p> <p>characters- a person, an animal, or an object in a text</p> <p>compare/contrast- to analyze how two stories are the same and how they are different; to analyze how two different texts present information on a topic</p> <p>experiences-the activities a character participates in or the journeys a character takes in a story</p> <p>explanatory text- a text that explains how to do something</p> <p>identify- saying who or what something is</p> <p>illustration/illustrator- a picture made by an artist in a book</p> <p>informational text/informative/non-fiction- a text that provides information on a topic</p> <p>key details- These are parts of a text that support the main idea and help the reader to understand what the text is about. In literature (fiction), key details tell about story elements: character, setting, problem, major events, and resolution--and how they interact. In informational text, key details tell about the facts and ideas the author selects to support the text's main idea.</p>		

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<p>lowercase- small letters make meaning- to use clues from the text to understand it major events- the most important events in a story, usually related to how the main character resolves a problem or handles a challenge segment- to break a word into syllables, or to break a word into sounds sentence- a group of words that conveys a complete thought setting- where and when an event takes place in a text story development- how a story changes from the beginning, to the middle, to the end summary- the key ideas or events in a text; the most important parts theme- what the text is mostly about topic- the main subject of the text</p>	
Supporting Standards	
<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>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>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>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text</p> <p>RI.K.7 With prompting and support, describe the relationship between visuals and the text.</p> <p>RI.K.8 With prompting and support, identify the claim and the reasons an author gives to support claims in a text.</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.</p> <p><u>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</u> a. Identify homophones. b. Identify common affixes and how they change the meaning of a word. <u>c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts</u></p>	

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<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate an understanding of verbs and adjectives and their antonyms.</p> <p>c. Demonstrate an understanding of verbs and adjectives and their synonyms.</p>	
Summative Assessment	
School Unit Assessment– Essential and Supporting Standards	
Anchor Text(s)	
<p>Wonders <i>A Grand Old Tree/From a Seed to a Tree</i> (informational)--Unit 5, Week 2 <i>Bear Snores On</i> (fiction)--Unit 7 Week 3</p> <p>My World (Social Studies) - Savvas Crosswalk: Ch. 1-Savvas Lesson 2, Ch. 1-Savvas Lesson 5, Ch. 1-Savvas Lesson 6, and 3.1: Why People Work</p>	
Additional Resources	
<p>Text Sets for RL.K.9 <i>Jabari Jumps, Jabari Tries</i> by Gaia Cornwell <i>No, David, David Goes to School, It's Christmas, David</i> by David Shannon <i>Knuffle Bunny, Knuffle Bunny Too, Knuffle Bunny Free</i> by Mo Willems</p> <p>Text Sets for RI.K.9 <i>Animals in Winter</i> by Henrietta Bancroft and <i>All About Animals in Winter</i> by Martha Rustad <i>Looking Closely Inside the Rainforest</i> by Frank Serafini and <i>Step Into the Rainforest</i> by Howard Rice</p> <p>Mentor Texts for Writing <i>Bugs Are Insects</i> by Anne Rockwell <i>The Sun and the Moon</i> by Carolyn Cinami DeCristofano <i>Starfish</i> by Edith Thacher Hurd <i>How to Tie Your Shoes</i> by Cottage Door Press <i>Everyone Can Learn to Ride a Bicycle</i> by Chris Raschka <i>Building a House</i> by Byron Barton</p>	

Unit Title	Estimated Time Frame
Take a Closer Look	33 days
<p><i>How to Teach a Slug to Read</i> by Susan Pearson</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 The Reading Strategies Book by Jennifer Serravallo 6.1 How’s the Character Feeling? (p. 166) 6.2 What’s In The Bubble? (p. 167) 6.4 Feelings Change (p. 169) 7.1 Notice a Pattern and Give Advice (p. 194) 7.2 The Difference Between Plot and Theme (p. 195) 8.2 Notice What Repeats (p. 223) 9.1 Compare New to Known (p. 250) 10.5 Get More From Pictures (p. 278) 10.6 Labels Teach (p. 279)</p> <p>The Writing Strategies Book by Jennifer Serravallo 6.1 Picture Teach, Words Teach (p. 212) 6.2 Add More to Your Pictures (Then, Maybe More to Your Words) (p. 213) 6.4 Act It Out...Then Get It Down (p. 215) 6.6 Teach With Diagrams (p. 217) 6.8 Flaps and Carets (p. 219) 6.10 Prove It (p. 221)</p> <p>Composition in the Classroom</p>	

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Take a Closer Look	33 days
<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 Checklist</p> <p>Lucy Calkins Information Writing Self-Check</p>	