

Englewood Public School District
English Language Arts
Grades Kindergarten

Teachers College Reading and Writing Project

Units of Study in Opinion, Information, and Narrative Writing, K–5 and Units of Study for Teaching Reading, are new publications from Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project. For each grade level Lucy and her team have designed and piloted a yearlong curriculum founded on the expectations of the Common Core State Standards and built on the experience of decades of intensive literacy instruction with hundreds of thousands of students and educators.

Orton-Gillingham

The Orton-Gillingham method is language-based and success-oriented. The scholars are directly taught reading, handwriting, and written expression as one logical body of knowledge. Learners move step by step from simple to more complex material in a sequential, logical manner that enables scholars to master important literacy skills. The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory, and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. This program provides scholars with immediate feedback and a predictable sequence that integrates reading, writing, and spelling. This comprehensive approach to reading instruction benefits all scholars.

UNIT	TOPIC	Weeks
1	We Are Readers/Launching the Writing Workshop	10
2	Super Powers/Writing for Readers	10
3	Bigger Books, Bigger Reading Muscles/Writing to Teach Others	10
4	Becoming Avid Readers/Using Words to Make a Change	10

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English Language Arts
Kindergarten

Unit 1: We Are Readers/Launching the Writing Workshop

Overview: The themes for Unit 1 are "We Are Readers" and "Launching the Writing Workshop." During this unit students will be introduced to the world of print including; the alphabet, identifying and producing rhymes, and discriminating sounds and words. Students will be introduced to high frequency sight words, color words, and vocabulary related to unit themes. They will also learn beginning comprehension strategies related to story structure in addition to concepts of print, making connections, and retelling. Students will be introduced to writing by telling and writing personal narratives using illustrations, letters, and words. They will learn how to listen to comprehend and speak to communicate. Students will also be introduced to different forms of media, its uses, and how to gather information.

Time Frame: 9 Weeks

Enduring Understandings:

- *Students will understand that reading is an active process; it is the key to knowledge and to understanding our world and ourselves.*
- *Students will understand that reading is a lifetime skill that enhances learning and enjoyment.*
- *Students will understand that letters and sounds make words and that words have meaning when spoken and read.*
- *Students will understand that using a writing process helps us communicate our ideas, describe an experience, and inform an audience.*
- *Students will understand that research is the process of gaining information from a variety of resources.*
- *Students will understand that language is the way we communicate with each other and share ideas.*
- *Students will understand that good listening and speaking skills help us better understand each other.*
- *Students will understand that asking questions help us become better thinkers.*
- *Students will understand that listening and responding to what we hear develops our understanding and knowledge.*
- *Students will understand that media can be used for different purposes.*

Essential Questions:

- *How do good readers employ strategies to help them understand text?*
- *How do good writers develop their ideas in order to produce stories from personal experiences?*
- *How do we use our knowledge of letters and sounds to read words?*
- *How do we use comprehension strategies to understand what we read?*
- *How can we communicate our ideas and show a purpose through writing?*
- *Why is it important to solve problems and where can I find the information to answer my questions?*
- *Does my writing and my speaking make sense?*

- *How are words built?*
- *How can I become a better listener and speaker?*

Standards	Topics and Objectives	Activities	Resources	Assessments
RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.A. Follow words from left to right, top to bottom, and page by page. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.C. Understand that words are separated by spaces in print. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet. RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details	Topics We Are Readers: Introduction to the Concepts of Print, Launching Reader's Workshop, Exploring Books, and Beginning Comprehension Strategies Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> – The Four C's – Information Literacy – Media Literacy – Social & Cross-Cultural Interaction Objectives Students will: be exposed to different literary genres including: nursery rhymes, expository texts, folktales, fables and poetry	As an introduction to the unit and school year teacher will explain that students can walk through the world reading because there is so much to read Introduce daily read-alouds using unit 1 texts Sing and read lyrics to class gathering song, this will be the song used throughout the school year Lesson 1 Teaching Point: <i>Today I want to teach you that kindergarten readers read the world. A reader is someone that walks through the world on the lookout for things to read.</i> Teacher will point out words around the classroom (i.e. colors, student names, bulletin board titles, etc.). Explain	Guided Reading: https://accounts.learningaz.com/accountsweb/account/login.do Text: <i>Units of Study for Teaching Reading</i> By Lucy Calkins with Colleagues from the Reading and Writing Project Unit 1 Bend 1: <i>Launching with Learn-About the World Books:</i> Lessons 1-9 "We Are Gathering" song lyrics p.2 Getting Ready for the Unit: <ul style="list-style-type: none"> – Create table tubs with a variety of books that will captivate young readers (alphabet books, picture books, high interest nonfiction, and some leveled texts) – Label Classroom materials and resources 	Unit Benchmark Assessment: <ul style="list-style-type: none"> • Common Formative Assessment • Exact Path Formative Assessment: <ul style="list-style-type: none"> – Participation/Observations – Questioning – Running Records – Discussions – Anecdotal Notes – Learning/Response Logs – Graphic Organizers – Peer/Self Assessments – Presentations – Visual Representations – Kinesthetic Assessments – Individual Whiteboards

<p>(e.g., who, what, where, when, why, how).</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts</p>	<p>learn (enjoy/listen to) a variety of books, poems, chants, songs</p> <p>identify cover, title, author, illustrator of book</p> <p>participate in shared and independent reading activities</p> <p>participate in shared literature discussions before, during and/or after reading or listening to a story</p> <p>identify characters and setting with teacher help</p> <p>make connections to their lives or other stories</p> <p>use prior knowledge</p> <p>preview text to establish an initial impression of what the book is about and describe illustrations in a book (picture walk)</p> <p>participate in an active discussion about a story</p>	<p>to students that they should always be on the lookout for things to read.</p> <p>2 mini-lessons</p> <p>Lesson 2</p> <p>Teaching Point: <i>Today I want to teach you about the Reader's Workshop structure, procedures, and book tubs.</i></p> <p>3 mini-lessons</p> <p>Lesson 3</p> <p>Teaching Point: <i>Today I want to teach you how to care for the books in our classroom. CRP1, CRP2</i></p> <p>2 mini-lessons</p> <p>Lesson 4</p> <p>Teaching Point: <i>Today I want to teach you that readers build stamina by organizing their reading.</i></p>	<p>Unit 1 Demonstration Texts</p> <p><i>The Carrot Seed</i> by Ruth Krauss (HarperCollins)</p> <p><i>Three Billy Goats Gruff</i> by Paul Galdone (Houghton Mifflin Harcourt)</p> <p><i>The Beetle Alphabet</i> by Jerry Pallotta (Charlesbridge)</p> <p><i>Trucks</i> by Wil Mara (National Geographic Children's Books)</p> <p>Unit 1 Read-a-Louds and Shared Reading Books:</p> <p><i>Mrs. Wishy Washy</i> by Joy Cowley (McGraw-Hill)</p> <p>“Jack and Jill” (children’s classic)</p> <p>“Willoughby Wallaby Woo” by Raffi (Raffi the Singable Songs Collection) https://www.youtube.com/watch?v=sOOZQZlxxC4</p> <p>“The Wheels on the Bus” (rhyming text) https://www.youtube.com/watch?v=p6XdM7gB2IY</p>	<p>– Pre - assessment</p> <p>Summative Assessment:</p> <p>– Writers Workshop / Conferencing</p> <p>– Pre - test, test, and daily work</p> <p>– Portfolio review</p> <p>– Reading Assessment/ Running Records</p> <p>– District benchmark or interim assessments</p> <p>– End - of - unit or tests</p> <p>– Scores that are used for accountability for schools (AYP) and students (report card grades)</p> <p>– Rubrics</p> <p>– Portfolios</p> <p>Alternative</p>
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with peers and adults in small and larger groups.

SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.1.B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

2 mini-lessons

Lesson 5

Teaching Point: *Today I want to teach you* that good readers don't just whip through books really fast, hardly paying attention to what is on the page. Readers read books cover to cover and use their fingers to find all of the things to look at on a page.

2 mini-lessons

Lesson 6

Teaching Point: *Today I want to teach you that* everyone is a reader because there are many ways that a book can be read.

3 mini-lessons

Lesson 7

“If You’re Happy and You Know It” (rhyming text)
<https://www.youtube.com/watch?v=0vTil6AEI9Q>

Unit 1 Suggested Texts and Resources

The Very Hungry Caterpillar by Eric Carle (Philomel Books)

Where the Wild Things Are by Maurice Sendak (HarperCollins)

Caps for Sale by Esphyr Slobodkina (HarperCollins)

Birds and Their Nests by Linda Tagliaferro (Capstone Press)

Harry the Dirty Dog by Gene Zion (HarperCollins)

Knuffle Bunny: A Cautionary Tale by Mo Willems (Hyperion)

Assessments:

Basic Reading Inventory –Johns

Orton Gilligham Assessments

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Teaching Point: *Today I want to teach you that readers have a way to read together.*

2 mini-lessons

Lesson 8

Teaching Point: *Today I want to teach you that partners can work together to read a book (You read a page, I read a page).*
(6.1.4.D.3)

2 mini-lessons

Lesson 9

Teaching Point: *Today I want to teach you that readers sound like teachers when they read learn-about-world books*
(6.1.4.D.3)

1 mini-lessons

Read-Aloud: Teacher selected from unit 1 texts

<p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Topics</p> <p>Launching Writer's Workshop</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> – The Four C's – Information Literacy – Media Literacy – Social & Cross-Cultural Interaction <p>Objectives</p> <p>Students will:</p> <p>Write letters</p> <p>Make drawings or sketches</p> <p>choose a topic</p> <p>match writing to a picture</p> <p>share writing and generating ideas</p> <p>write from left to right, top to bottom</p>	<p>Shared Reading: Teacher selected from unit 1 texts</p> <p>Writing Topic 1: We Are Writers</p> <p>Teacher will introduce writing center and explain the procedures for using the materials at the writing center and all the different activities.</p> <ul style="list-style-type: none"> – Name Writing Activities – Letter Writing Activities – Word Writing Activities – Computer Literacy Games (8.1.2.A.1, 8.1.2.A.4) <p>5 mini-lessons</p> <p>Lesson 1</p> <p>Show mentor texts and explain that people wrote these books. Explain that <i>Trucks</i> is a teaching book whereas <i>Three Billy Goats Gruff</i> is a story. Point out that you will call children writers. It is not just grown-ups who write to</p>	<p>Texts: <i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project</p> <p>Unit 1 Bend I: We Are All Writers lessons 1-6</p> <p>Unit 1 Demonstration Texts</p> <p><i>The Carrot Seed</i> by Ruth Krauss (HarperCollins)</p> <p><i>Three Billy Goats Gruff</i> by Paul Galdone (Houghton Mifflin Harcourt)</p> <p><i>The Beetle Alphabet</i> by Jerry Pallotta (Charlesbridge)</p> <p><i>Trucks</i> by Wil Mara (National Geographic Children's Books)</p> <p>Unit 1 Read-a-Louds and Shared Reading Books:</p>	<p>Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p>Instructors and students will evaluate progress toward writing narrative essays.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p> <p>Alternative Assessments</p> <p>Instructor will maintain a running record of student growth in writing skills.</p> <p>Instructor and students will use rubrics for student self-assessment.</p>
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<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1. A. Print many upper- and lowercase letters.</p> <p>L.K.1. B. Use frequently occurring nouns and verbs.</p> <p>L.K.1. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>be introduced to concepts of ideas, conventions, and organization</p> <p>begin to produce and write beginning sounds of a word</p> <p>see a purpose for writing retell an experience orally</p> <p>produce a written response to a story through pictures or words</p> <p>contribute regularly to morning message, class letters</p> <p>contribute to shared writing experiences</p> <p>write first name</p> <p>label objects</p>	<p>teach people what they know. You can do that as well. You think of something you know about, and then with drawings and writing, you put what you know on the paper.</p> <ul style="list-style-type: none"> ○ Teacher will conference with 3-4 students ○ 2-4 students will share their writing (CRP4) <p>Lesson 2</p> <p>Teacher will remind students that everyday writing will begin with a mini lesson. Their job is to listen during this part. And then they will try what you've taught on their own. Suggest they recruit family members to write. Get them to recall and teach a pretend grandmother how to write a teaching piece. "Today I want to teach you that after writers write what they know about a topic, they don't just say, "I'm done" and relax. No way!</p>	<p><i>Mrs. Wishy Washy</i> by Joy Cowley (McGraw-Hill)</p> <p>"Jack and Jill" (children's classic)</p> <p>"Willoughby Wallaby Woo" by Raffi (Raffi the Singable Songs Collection) https://www.youtube.com/watch?v=sOOZQZlxxC4</p> <p>"The Wheels on the Bus" (rhyming text) https://www.youtube.com/watch?v=p6XdM7gB2IY</p> <p>"If You're Happy and You Know It" (rhyming text) https://www.youtube.com/watch?v=0vTil6AEI9Q</p> <p>Unit 1 Suggested Texts and Resources</p> <p><i>The Very Hungry Caterpillar</i> by Eric Carle (Philomel Books)</p> <p><i>Where the Wild Things Are</i> by Maurice Sendak (HarperCollins)</p> <p><i>Caps for Sale</i> by Esphyr Slobodkina (HarperCollins)</p>	<p>Instructor will provide students with writing checklists for self-reflection.</p>
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L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1. F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2. A. Capitalize the first word in a sentence and the pronoun I.

L.K.2.B. Recognize and name end punctuation.

L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.6. Use words and phrases acquired through conversations, reading and

Instead, writers say, “I’m going to look back on my writing and see if I can add more to it.”
(6.1.4.D.3, 6.1.4.D.4)

- Teacher will conference with 3-4 students
- 2-4 students will share their writing
(CRP4)

Lesson 3

Pretend you are stuck and dependent, bothering everyone for requests and directions. (This sets the stage for the kids to learn that they are their own best resource during a workshop.) “Today, I want to teach you that when writers have problems and don’t know what to do, they say, ‘I can solve this myself.’ Then writers come up with solutions to those problems and carry on, writing, writing, writing. That way, writers don’t waste precious time!”

Birds and Their Nests by Linda Tagliaferro (Capstone Press)

Harry the Dirty Dog by Gene Zion (HarperCollins)

Knuffle Bunny: A Cautionary Tale by Mo Willems (Hyperion)

being read to, and
responding to texts.

- Teacher will conference with 3-4 students
- 2-4 students will share their writing
(CRP4)

Lesson 4

Tell the students about a child who pictured what she wanted to write before she began and then put this onto the page, using detailed illustrations.

Possibly show an enlarged version of the writing.

“Today I want to teach you that once writers have something they want to write about, it helps for them to get that topic in mind before they write.

Sometimes writers close their eyes, picture the topic they want to write about, and then put all the details into the picture and words.” Model the process of picturing a topic, recording details then checking your mental image for more specifics.

(6.1.4.D.3, 6.1.4.D.4)

- Teacher will conference with 3-4 students
- 2-4 students will share their writing
(CRP4)

Lesson 5

Explain how you are stalled in learning to read what they are writing about because pictures weren't labeled. Explain that writers added labels and that clarified everything. "Today I want to teach you that writers use words as well as pictures to teach people what we know. Writers write words by saying the word slowly and then writing down the first sound they hear."

Compare sounding out words to stretching out a rubber band and get children to stretch out words.

- Teacher will conference with 3-4 students

2-4 students will share their writing **(CRP4)**

Lesson 6

Explain that sometimes you have seen them give up because they do not know what to write or draw. "Writers, I get the "oh-no" feeling, and so do writers all over the world. Today I want to teach you that when writers get that "oh-no"! feeling about an idea they don't quit. They keep trying!" Rally students to persist when they encounter trouble. **Refer to Little Engine that Could, or another book/ story about perseverance**

- Teacher will conference with 3-4 students
- 2-4 students will share their writing **(CRP4)**

<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.A. Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.C. Understand that words are separated by spaces in print.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p>	<p>Topics</p> <p>Reading Old Favorite Storybooks; Rereading known texts, reading in the correct page order, 1:1 word correspondence, concepts of Print, Exploring Books, and Beginning Comprehension Strategies</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> – The Four C’s – Information Literacy – Media Literacy – Social & Cross-Cultural Interaction <p>Objectives</p> <p>Students will be able to read stories they have heard many times.</p> <p>Students will be able to work hard to make the words they read match the page they are reading.</p> <p>Students will be able to get their own old favorite books.</p>	<p>As an introduction to Bend 2, students will listen to and read-a-long with classic nursery rhymes throughout the unit</p> <p>Continue daily read-alouds using unit 1 tests</p> <p>Lesson 10</p> <p>Teaching Point: <i>Today I want to teach you that readers can read stories they have heard many times (6.1.4.D.3)</i></p> <p>1 mini-lessons</p> <p>Lesson 11</p> <p>Teaching Point: <i>Today I want to teach you that readers work hard to make the words they read match the page they are reading (6.1.4.D.3)</i></p> <p>2 mini-lessons</p>	<p>Guided Reading: https://accounts.learninga-z.com/accountsweb/account/login.do</p> <p>Text: <i>Units of Study for Teaching Reading</i> By Lucy Calkins with Colleagues from the Reading and Writing Project</p> <p>Bilingual Kid Spot: “30 Popular Nursery Rhymes for Kids in English” https://bilingualkidspot.com/2018/04/23/popular-nursery-rhymes-for-kids-english/</p> <p>Unit 1 Bend 2: Reading Old Favorite Storybooks: Lessons 10-19</p> <p>“We Are Gathering” song lyrics p.2</p> <p>Unit 1 Demonstration Texts <i>The Carrot Seed</i> by Ruth Krauss (HarperCollins)</p> <p><i>Three Billy Goats Gruff</i> by Paul Galdone (Houghton Mifflin Harcourt)</p> <p><i>The Beetle Alphabet</i> by Jerry Pallotta (Charlesbridge)</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> – Participation/ Observations – Questioning – Running Records – Discussions – Anecdotal Notes – Learning/Response Logs – Graphic Organizers – Peer/Self Assessments – Presentations – Visual Representations – Kinesthetic Assessments – Individual Whiteboards – Pre - assessment <p>Summative Assessment:</p> <ul style="list-style-type: none"> – Writers Workshop / Conferencing
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<p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>Students will be able to use character words.</p> <p>Students will be able to re-read old favorite books.</p> <p>Students will be able to use special connecting words to put storybook pages together.</p> <p>Students will use words from their old favorite books to re- tell their stories.</p> <p>Students will point to and read some words in their old favorite stories.</p> <p>Students will share their old favorite books with a partner.</p>	<p>Lesson 12</p> <p>Teaching Point: <i>Today I want to teach you that</i> readers know how to get their own old favorite books</p> <p>1 mini-lessons</p> <p>Lesson 13</p> <p>Teaching Point: <i>Today I want to teach you that</i> readers use exact character words</p> <p>2 mini-lessons</p> <p>Lesson 14</p> <p>Teaching Point: <i>Today I want to teach you that</i> readers reread old favorite books, remembering to say more and more of the story</p> <p>2 mini-lessons</p>	<p><i>Trucks</i> by Wil Mara (National Geographic Children's Books)</p> <p>Unit 1 Read-a-Louds and Shared Reading Books:</p> <p>*Refer to pg. 94 <i>We Are Readers</i> and teachers-make note of the Read-Aloud and Shared reading section- pgs. 114-130</p> <p><i>Mrs. Wishy Washy</i> by Joy Cowley (McGraw-Hill)</p> <p>“Jack and Jill” (children’s classic)</p> <p>“Willoughby Wallaby Woo” by Raffi (Raffi the Singable Songs Collection) https://www.youtube.com/watch?v=sOOZQZlxxC4</p> <p>“The Wheels on the Bus” (rhyming text) https://www.youtube.com/watch?v=p6XdM7gB2IY</p> <p>“If You’re Happy and You Know It” (rhyming text) https://www.youtube.com/watch?v=0vTil6AEI9Q</p>	<ul style="list-style-type: none"> – Pre - test, test, and daily work – Portfolio review – Reading Assessment/Running Records – District benchmark or interim assessments – End - of - unit or tests – Scores that are used for accountability for schools (AYP) and students (report card grades) – Rubrics – Portfolios <p>Alternative Assessments:</p> <p>Basic Reading Inventory –Johns</p> <p>Orton Gilligham Assessments</p>
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SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.1.B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Students will celebrate and demonstrate reading old favorite books with others.

Lesson 15

Teaching Point: *Today I want to teach you that* readers use special connecting words to put storybook pages together

2 mini-lessons

Lesson 16

Teaching Point: *Today I want to teach you that* readers use more and more words that are exactly the same in their old favorite books

2 mini-lessons

Lesson 17

Teaching Point: *Today I want to teach you that* readers can point to and read some words in their old favorites

2 mini-lessons

Unit 1 Suggested Texts and Resources

The Very Hungry Caterpillar by Eric Carle (Philomel Books)

Where the Wild Things Are by Maurice Sendak (HarperCollins)

Caps for Sale by Esphyr Slobodkina (HarperCollins)

Birds and Their Nests by Linda Tagliaferro (Capstone Press)

Harry the Dirty Dog by Gene Zion (HarperCollins)

Knuffle Bunny: A Cautionary Tale by Mo Willems (Hyperion)

The Kissing Hand by Audrey Pen

The Gingerbread Man by James Aylesworth

Corduroy by Don Freeman

Are You My Mother by P.D. Eastman

Companion Text:

Scholastic Magazine

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Topics
Launching the Writing Workshop

Twenty-First Century Themes and Skills include:
– The Four C's

Lesson 18

Teaching Point: *Today I want to teach you that readers work with their partners using all they know, to read old favorites*

2 mini-lessons

Lesson 19

Teaching Point: *Today I want to teach you that readers celebrate reading old books and reading all about the world to*

Week-long celebration of reading/extension/review

Read-Aloud: Teacher selected from unit 1 texts

Shared Reading: Teacher selected from unit 1 texts

Lesson 7
**Prior to lesson: set up partnerships for writing. Possibly label rug with their partner's name. **
Explain that in the mentor text "Freight Train" Donald Crews had a helper who

Texts:
Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project

Lesson 3 Vocabulary and Comprehension Tests

Lesson 3 Cold Reads

Unit Progress Monitoring Assessments using

<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and</p>	<ul style="list-style-type: none"> – Information Literacy – Media Literacy – Social & Cross-Cultural Interaction <p>Objectives</p> <p>Write letters</p> <p>Make drawings or sketches</p> <p>choose a topic</p> <p>match writing to a picture</p> <p>share writing and generating ideas</p> <p>write from left to right, top to bottom</p> <p>be introduced to concepts of ideas, conventions, and organization</p> <p>begin to produce and write beginning sounds of a word</p> <p>see a purpose for writing</p> <p>retell an experience orally</p> <p>produce a written</p>	<p>helped him add to his text. Today they will get helpers so they can write more and longer. Sometimes when you add more to a page it gets too confusing, so writers can add on pages. “Today I want to teach you that when writers want to teach more, they add more pages to their books. We can use either a stapler to turn pages into a book, or tape to turn pages into what people call a scroll.” (9.2.4.A.1, 9.2.4.A.3)</p> <ul style="list-style-type: none"> ○ Teacher will conference with 3-4 students ○ 2-4 students will share their writing (CRP4) <p>Lesson 8</p> <p>Introduce the idea of Partner 1 and Partner 2 (use a chart, possibly) (CRP2)</p> <p>Acknowledge students who have done a great job of adding to their writing.</p>	<p>Unit 1 Bend 2: Writing Teaching Books Lessons 7-11</p> <p>Unit 1 Demonstration Texts <i>The Carrot Seed</i> by Ruth Krauss (HarperCollins)</p> <p><i>Three Billy Goats Gruff</i> by Paul Galdone (Houghton Mifflin Harcourt)</p> <p><i>The Beetle Alphabet</i> by Jerry Pallotta (Charlesbridge)</p> <p><i>Trucks</i> by Wil Mara (National Geographic Children’s Books)</p> <p>Unit 1 Read-a-Louds and Shared Reading Books:</p> <p><i>Mrs. Wishy Washy</i> by Joy Cowley (McGraw-Hill) “Jack and Jill” (children’s classic) “Willoughby Wallaby Woo” by Raffi (Raffi the Singable Songs Collection)</p> <p>https://www.youtube.com/watch?v=sOOZQZlxxC4</p> <p>“The Wheels on the Bus” (rhyming text) https://www.youtube.com/watch?v=p6XdM7gB2IY</p> <p>“If You’re Happy and You Know It” (rhyming text)</p>	<p>ask and answer discussions, narrative writing, and self-assessment.</p> <p>ELL Language Workshop Assessments</p> <p>Alternative Assessments Students will work in small groups to find synonyms for multi-meaning words</p> <p>Students will role play discussion techniques and the roles of members of a school community.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p>
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<p>SL.K.1. texts under discussion).</p> <p>SL.K.1. B. Continue a conversation through multiple exchanges.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A. Print many upper- and lowercase letters.</p> <p>L.K.1. B. Use frequently occurring nouns and verbs.</p> <p>L.K.1. C. Form regular plural nouns orally by adding</p>	<p>response to a story through pictures or words</p> <p>contribute regularly to morning message, class letters</p> <p>contribute to shared writing experiences</p> <p>write first name</p> <p>label objects</p>	<p>Display the scrolls or multiple page books they have created.</p> <p>“Today I want to teach you that writers of books take time to plan how their pages will go. Writers don’t just write one page and then say, ‘Oops. I want to add another.’ Instead, writers know from the start that they will be writing a whole book, and they plan out how that whole book will go.”</p> <ul style="list-style-type: none"> ○ Teacher will conference with 3-4 students ○ 2-4 students will share their writing (CRP4) <p>Lesson 9</p> <p>Have students bring a piece of writing they are working on to the meeting area and sit with their partners. Explain that Donald Crews is the author of the book you are using, but he did have some</p>	<p>https://www.youtube.com/watch?v=0vTil6AEI9Q</p> <p>Unit 1 Suggested Texts and Resources:</p> <p><i>The Very Hungry Caterpillar</i> by Eric Carle (Philomel Books)</p> <p><i>Where the Wild Things Are</i> by Maurice Sendak (HarperCollins)</p> <p><i>Caps for Sale</i> by Esphyr Slobodkina (HarperCollins)</p> <p><i>Birds and Their Nests</i> by Linda Tagliaferro (Capstone Press)</p> <p><i>Harry the Dirty Dog</i> by Gene Zion (HarperCollins)</p> <p><i>Knuffle Bunny: A Cautionary Tale</i> by Mo Willems (Hyperion)</p> <p><i>Scholastic Magazine</i></p>	
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/s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1. F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.A. Capitalize the first word in a sentence and the pronoun I.

L.K.2.B. Recognize and name end punctuation.

L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

helpers which is why you are having them work with partners. "Today I want to teach you that partners also help writers after a book is written, when the writer is thinking, 'I'm done.' Specifically, a partner reads a writer's book and then asks, 'What questions does this book give me?' And then the partner asks the writer questions. Those questions help the writer know what to add on." **(CRP2)**

Have the class practice being your partner to ask questions about your writing. Point out that "where", "how", and "why" questions help writers discover what they can add to their writing **(CRP2)**

- Teacher will conference with 3-4 students
- 2-4 students will share their writing **(CRP4)**

L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Lesson 10

Start with a phonemic song or fun activity.
“Today I want to teach you that brave writers need lots of practice in hearing sounds and matching them to letters. To get the letters down, writers say the word they want to write, stretching it like a rubber band. Then they record the first sound they hear and reread. Then they stretch the word out again to hear the next sound. And so, on and so on.” Tell them that here is a new tool at their spots—a mini alphabet chart. Demonstrate what you want the children to try.

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

Lesson 11

Tell students that they will be selecting a piece of writing to share with

visitors. “Today I want to teach you something about publishing your writing. Before authors finish, they do everything they know to make their writing the best that it can be! Students will be given a writing checklist.

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

Students will participate in small group instruction and/or literacy centers daily for 40 minutes (2 Groups, 20 minutes each)

Small group instruction focused on the following:
Guided Reading
Skill Group
Strategy Group

Literacy centers focused on the following:
– Foundational Skills

Guided Reading:

<https://accounts.learningaz.com/accountsweb/account/login.do>

Texts:

Institute for Multi-Sensory Education, Orton-Gillingham, 2014

Text: *Units of Study for Teaching Reading*

By Lucy Calkins with Colleagues from the Reading and Writing Project

Unit 1: We Are Readers

Formative Assessment:

- Participation/Observations
- Questioning
- Running Records
- Discussions
- Anecdotal Notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations

RF.K.1. Demonstrate understanding of the organization and basic features of print.

RF.K.1.A. Follow words from left to right, top to bottom, and page by page.

RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.

Topics

Literacy Centers and small group instruction

Twenty-First Century Themes and Skills include:

- The Four C’s
- Information Literacy
- Media Literacy
- Social & Cross-Cultural Interaction

Objectives

<p>RF.K.1.C. Understand that words are separated by spaces in print.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and</p>	<p>Students will:</p> <p>Actively participate in small group instruction</p> <p>Engage, explore, and review literacy skills via learning centers</p>	<ul style="list-style-type: none"> – Letter and sound recognition – Word Study – Use words, syllables, and sounds to decode – Rhyming: focus on exposing/playing with rhyming words – Vocabulary – Making words – Writing center – Classroom library – Reading from table book bins – Reading the room – Letter writing – Listening center – technology <p>During unit 1: Teacher introduces centers and reviews procedures</p> <p>5-8 mini-lessons</p> <p>Following teacher-led minilessons, students will practice upper and lower case letter recognition, beginning sounds, and left to right progressions</p> <p>4 mini-lessons</p>		<ul style="list-style-type: none"> – Visual Representations – Kinesthetic Assessments – Individual Whiteboards – Pre - assessment <p>Summative Assessment:</p> <ul style="list-style-type: none"> – Conferencing – Pre - test, test, and daily work – Portfolio review – Reading Assessment/Running Records – District benchmark or interim assessments – End - of - unit or tests – Scores that are used for accountability for schools (AYP) and students (report card grades)
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define the role of each in telling the story.

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.10. Actively engage in group reading activities with purpose and understanding.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.1.B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and

- Rubrics
- Portfolios

Alternative Assessments:

Basic Reading Inventory –Johns

Orton Gilligham Assessments

answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information</p> <p>SL.K.1. Participate in collaborative conversations</p>	<p style="text-align: center;">Topics</p> <p>Writing stories</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> – The Four C’s – Information Literacy – Media Literacy – Social & Cross-Cultural Interaction <p style="text-align: center;">Objectives</p> <p>Students will:</p> <p>Write letters</p> <p>Make drawings or sketches</p> <p>choose a topic</p> <p>match writing to a picture</p> <p>share writing and generating ideas</p> <p>write from left to right, top to bottom</p> <p>be introduced to concepts of ideas, conventions, and organization</p>	<p style="text-align: center;">Lesson 12</p> <p>Students will learn how to write a different kind of book-stories-and ask them to notice what a story does as you read aloud the beginning of <i>Caps for Sale</i>. Ask them to determine if they can tell the difference between the beginning of this book and the beginning of <i>Trucks</i>. Students will learn to tell stories and practice story telling.</p> <ul style="list-style-type: none"> ○ Teacher will conference with 3-4 students ○ 2-4 students will share their writing (CRP4) <p style="text-align: center;">Lesson 13</p> <p>Students will learn how to plan stories page by page and plan how to tell stories across pages by watching teacher demonstrate how to decide what will go on each page.</p>	<p>Guided Reading: https://accounts.learninga-z.com/accountsweb/account/login.do</p> <p>Text: <i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project</p> <p>Unit 1 Bend 3: Writing Stories Lessons 12-17</p> <p style="text-align: center;">Unit 1 Demonstration Texts</p> <p><i>The Carrot Seed</i> by Ruth Krauss (HarperCollins)</p> <p><i>Three Billy Goats Gruff</i> by Paul Galdone (Houghton Mifflin Harcourt)</p> <p><i>The Beetle Alphabet</i> by Jerry Pallotta (Charlesbridge)</p> <p><i>Trucks</i> by Wil Mara (National Geographic Children’s Books)</p> <p>Unit 1 Read-a-Louds and Shared Reading Books:</p>	<p>Lesson 4 Vocabulary and Comprehension Tests</p> <p>Lesson 4 Cold Reads</p> <p>Unit Progress Monitoring Assessments using ask and answer discussions, narrative writing, and self-assessment.</p> <p>ELL Language Workshop Assessments</p> <p>Alternative Assessments Students will work collaboratively to solve problems.</p> <p>Students will role play discussion techniques and the roles of varied community members.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p>
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with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.1.B. Continue a conversation through multiple exchanges.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

begin to produce and write beginning sounds of a word

see a purpose for writing
retell an experience orally

produce a written response to a story through pictures or words

contribute regularly to morning message, class letters

contribute to shared writing experiences

write first name

label objects

- Teacher will conference with 3-4 students
- 2-4 students will share their writing **(CRP4)**

Lesson 14

Share the work of one student whose sparse pictures did not match his oral storytelling. Show how the student solved the problem by adding characters, action and setting. By adding more details to pictures and stories, it makes readers feel like they are right there with the writer.

- Teacher will conference with 3-4 students
- 2-4 students will share their writing **(CRP4)**

Lesson 15

Students will learn how to stretch sounds and write words and labels to their

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

“Jack and Jill” (children’s classic)

“Willoughby Wallaby Woo” by Raffi (Raffi the Singable Songs Collection)

<https://www.youtube.com/watch?v=sOOZQZlxxC4>

“The Wheels on the Bus” (rhyming text)

<https://www.youtube.com/watch?v=p6XdM7gB2IY>

“If You’re Happy and You Know It” (rhyming text)

<https://www.youtube.com/watch?v=0vTil6AEI9Q>

Unit 1 Suggested Texts and Resources

The Very Hungry Caterpillar by Eric Carle (Philomel Books)

Where the Wild Things Are by Maurice Sendak (HarperCollins)

Caps for Sale by Esphyr Slobodkina (HarperCollins)

L.K.1. A. Print many upper- and lowercase letters.

L.K.1. B. Use frequently occurring nouns and verbs.

L.K.1. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1. F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.A. Capitalize the first word in a sentence and the pronoun I.

writing pieces. Students will compare two samples of writing one with labels with one or two letters versus labels that attempt to have every letter.

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

Lesson 16

Students will bring their writing to life by adding dialogue with speech bubbles. Teacher will use puppets to model how characters speak to one another then students will learn how to make characters in their writing speak.

- Teacher will conference with 3-4 students
- 2-4 students will share their writing (CRP4)

Birds and Their Nests by Linda Tagliaferro (Capstone Press)

Harry the Dirty Dog by Gene Zion (HarperCollins)

Knuffle Bunny: A Cautionary Tale by Mo Willems (Hyperion)

Companion Text:

“Outdoor Alphabet Helps Neighborhood Kids Learn to Read”

<https://newsela.com/read/elementary-brooklyn-public-art/id/30681/>

Scholastic Magazine

L.K.2. B. Recognize and name end punctuation.

L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Lesson 17

Students will learn how to make their writing the best it can be by rereading their stories, adding details, labels, stretching their words, adding dialogue and anything else they have learned as good writers. Review narrative writing checklist. Teacher will model using Google classroom to show how more details can be added.

- Teacher will conference with 3-4 students
- 2-4 students will share their writing **(CRP4)**

Topics

Twenty-First Century Themes and Skills include:

- The Four C's
- Information Literacy
- Media Literacy
- Social & Cross-Cultural Interaction

Objectives

Teacher Read Aloud: "Training Around the Town" **(9.2.4.A.2)**

Students will use a think aloud worksheet.
<http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html>

Vocabulary: Synonyms **(6.1.4.A.1, CRP4)**
Give half of your students a big card with a

Guided Reading:
<https://accounts.learningaz.com/accountsweb/account/login.do>

Texts:

Unit 1 Demonstration Texts

The Carrot Seed by Ruth Krauss (HarperCollins)

Three Billy Goats Gruff by Paul Galdone (Houghton Mifflin Harcourt)

Lesson 5 Vocabulary and Comprehension Tests

Lesson 5 Cold Reads

Unit Progress Monitoring Assessments using discussions, narrative writing, K-W chart, and self-assessment.

Students will use the vocabulary words in context

vocabulary word, and the other half a big card with a synonym for each vocabulary word. Tell them that they need to find their synonym Tape their syllable cards on their chest and on your signal, have them go around the room to look for their pairs.

Speaking and Listening: Class Report, incorporating class discussion and share aloud questions about different modes of transportation in communities (6.1.4.A.1, 6.1.4.D.4, 9.2.4.A.2, CRP4)

Grammar: Adjectives (color, number)
Video: "All About Adjectives"
<https://www.youtube.com/watch?v=94cdAyyPj3Q>

Writing: Narrative: Class Story
Students will use Google Docs to compose and share a class story (8.1.2.A.2, CRP4, CRP6)

The Beetle Alphabet by Jerry Pallotta (Charlesbridge)

Trucks by Wil Mara (National Geographic Children's Books)

Unit 1 Read-a-Louds and Shared Reading Books:

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

"Jack and Jill" (children's classic)

"Willoughby Wallaby Woo" by Raffi (Raffi the Singable Songs Collection)
<https://www.youtube.com/watch?v=sOOZQZlxxC4>

"The Wheels on the Bus" (rhyming text)
<https://www.youtube.com/watch?v=p6XdM7gB2IY>

"If You're Happy and You Know It" (rhyming text)
<https://www.youtube.com/watch?v=0vTil6AEI9Q>

Unit 1 Suggested Texts and Resources

ELL Language Workshop Assessments

Unit 1 Assessment

Performance Tasks: Write about reading, and Write a story

Alternative Assessments

Students will present their vocabulary pairs.

Students will role play discussion techniques and the different types of transportation in neighborhoods.

Students will respond to oral questioning and retell the events from the teacher read aloud.

<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<p>Topics</p> <p>Story Writing: Editing and Preparing for publication and Author's celebration</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Information Literacy • Media Literacy • Social & Cross-Cultural Interaction <p>Objectives</p>	<p>Lesson 18</p> <p>Students will be reminded of the process they have gone through up to now to create amazing stories. Students will learn how writers edit their writing and how they can reread their writing and edit their writing to make sure their words look right.</p> <ul style="list-style-type: none"> ○ Teacher will conference with 3-4 students 	<p><i>The Very Hungry Caterpillar</i> by Eric Carle (Philomel Books)</p> <p><i>Where the Wild Things Are</i> by Maurice Sendak (HarperCollins)</p> <p><i>Caps for Sale</i> by Esphyr Slobodkina (HarperCollins)</p> <p><i>Birds and Their Nests</i> by Linda Tagliaferro (Capstone Press)</p> <p><i>Harry the Dirty Dog</i> by Gene Zion (HarperCollins)</p> <p><i>Knuffle Bunny: A Cautionary Tale</i> by Mo Willems (Hyperion)</p> <p><i>Scholastic Magazine Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project</p> <p>Unit 1 Bend IV: Preparing for Publication</p> <p>Lessons 18-19</p>	<p>Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p>Instructors and students will evaluate progress toward writing narrative essays.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate</p>
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<p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1. A. Print many upper- and lowercase letters.</p>	<p>Write letters</p> <p>Make drawings or sketches</p> <p>choose a topic</p> <p>match writing to a picture</p> <p>share writing and generating ideas</p> <p>write from left to right, top to bottom</p> <p>be introduced to concepts of ideas, conventions, and organization</p> <p>begin to produce and write beginning sounds of a word</p> <p>see a purpose for writing retell an experience orally</p> <p>produce a written response to a story through pictures or words</p> <p>contribute regularly to morning message, class letters</p>	<ul style="list-style-type: none"> ○ 2-4 students will share their writing (CRP4) <p>Class will complete an interactive Venn Diagram to compare and contrast writing before editing and writing after editing (CRP4, CRP12)</p> <p>Lesson 19</p> <p>Students will celebrate their writing by first learning how to read into the circle. Students will learn to use their best voices and listeners will learn how to use their eyes and ears. After practicing reading into the circle, have the actual celebration where all the students share their writing and celebrate their success.</p> <ul style="list-style-type: none"> ○ students will share their writing (CRP4) 	<p>Read Write Think: Interactive Venn Diagram</p> <p>http://www.readwritethink.org/files/resources/interactives/venn_diagrams/</p> <p>Unit 1 Demonstration Texts</p> <p><i>The Carrot Seed</i> by Ruth Krauss (HarperCollins)</p> <p><i>Three Billy Goats Gruff</i> by Paul Galdone (Houghton Mifflin Harcourt)</p> <p><i>The Beetle Alphabet</i> by Jerry Pallotta (Charlesbridge)</p> <p><i>Trucks</i> by Wil Mara (National Geographic Children's Books)</p> <p>Unit 1 Read-a-Louds and Shared Reading Books:</p> <p><i>Mrs. Wishy Washy</i> by Joy Cowley (McGraw-Hill)</p> <p>“Jack and Jill” (children's classic)</p>	<p>developmental needs of students.</p> <p>Alternative Assessments</p> <p>Instructor will maintain a running record of student growth in writing skills.</p> <p>Instructor and students will use rubrics for student self-assessment.</p> <p>Instructor will provide students with writing checklists for self-reflection.</p>
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L.K.1. B. Use frequently occurring nouns and verbs.

L.K.1. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1. F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.A. Capitalize the first word in a sentence and the pronoun I.

L.K.2.B. Recognize and name end punctuation.

contribute to shared writing experiences

write first name

label objects

Publish their writing

“Willoughby Wallaby Woo”
by Raffi (Raffi the Singable Songs Collection)
<https://www.youtube.com/watch?v=sOOZQZlxxC4>

“The Wheels on the Bus”
(rhyming text)
<https://www.youtube.com/watch?v=p6XdM7gB2IY>

“If You’re Happy and You Know It” (rhyming text)
<https://www.youtube.com/watch?v=0vTil6AEI9Q>

Unit 1 Suggested Texts and Resources

The Very Hungry Caterpillar
by Eric Carle (Philomel Books)

Where the Wild Things Are by
Maurice Sendak
(HarperCollins)

Caps for Sale by Esphyr
Slobodkina (HarperCollins)

Birds and Their Nests by Linda
Tagliaferro (Capstone Press)

Harry the Dirty Dog by Gene
Zion (HarperCollins)

<p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>			<p><i>Knuffle Bunny: A Cautionary Tale</i> by Mo Willems (Hyperion)</p> <p>Companion Text: “Get to Know Mo” https://www.timeforkids.com/k1/get-to-know-mo/</p> <p><i>Scholastic Magazine</i></p>	
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.1.A. Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.C. Understand that words are separated by spaces in print.</p>	<p style="text-align: center;">Topics</p> <p>Phonics Phonemic Awareness Language – Orton-Gillingham</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> – The Four C’s – Information Literacy – Media Literacy – Social & Cross-Cultural Interaction <p style="text-align: center;">Objectives</p> <p>Students Will:</p>	<p>Students will experience 20-25 minutes of instruction daily to develop their ability to read letters, decode words, write letters and words correctly, and to comprehend what they hear and read. Emphasis will be placed on developing phonemic awareness, phonics, syllabication, and sight words (red words)</p>	<p><i>Institute for Multi-Sensory Education</i>, Orton-Gillingham, 2014</p> <p>Five-Part Weekly Program:</p> <ol style="list-style-type: none"> 1. Three-Part Drill 2. Teaching a New Concept 3. Decoding and Learning Centers 4. Red Words 5. Comprehension <p>Chart Paper and visual centers schedule</p> <p>Name Centers: wiki sticks, stamps, play dough, cubes,</p>	<p>Instructors will implement three levels of assessments to evaluate students:</p> <ul style="list-style-type: none"> • Phonemic awareness • Naming and recognizing letters • The formation of letters • Phoneme/grapheme relationships • Decoding “cvc” words • Memorization techniques • Fluency of reading and writing letters • Auditory sound discriminations

<p>RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.A. Recognize and produce rhyming words.</p> <p>RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>differentiate between a letter, word and a sentence</p> <p>develop phonemic awareness</p> <p>learn phonetics concepts.</p> <p>learn phoneme/rules via a multi-sensory approach.</p> <p>read letters and sounds</p> <p>segment sounds</p> <p>isolate and pronounce sounds</p> <p>read c-v-c words</p> <p>comprehend what they hear and read.</p> <p>will write letters</p> <p>spell high frequency words correctly.</p> <p>identify rhyming words and word families</p> <p>begin to recognize a few high frequency words</p>		<p>names puzzles, name graphs, word wall</p> <p>Centers- ABC puzzles, play dough, wiki sticks, instant learning centers, cubes, name activities, stamping, sponge painting</p>	<ul style="list-style-type: none"> • Vocabulary building
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RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

RF.K.3. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3. C. Read high-frequency and sight words with automaticity.

RF.K.3. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

L.K.1.A. Print many upper- and lowercase letters.

L.K.2. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners

- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Give directions/instructions verbally and in simple written format.

Special Education

- Utilize modifications & accommodations delineated in the student’s IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner

At-Risk

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the student is

Gifted and Talented

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

	<ul style="list-style-type: none"> ● Give directions/instructions verbally and in simple written format. 	<p>expected to do</p> <ul style="list-style-type: none"> ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given. 	
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Integration of 21st Century Standards NJSL 9:

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community. and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Science:

K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Social Studies:

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Technology Standards NJSL 8:

8.1.2.A.2 Create a document using a word processing application.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.