

**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.

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

**Englewood Public School District**  
**English Language Arts**  
**Kindergarten**

**Unit 3: Bigger Books, Bigger Reading Muscles/How-To Books: Writing to Teach Others**

**Overview:** The themes for Unit 3 are "Bigger Books, Bigger Reading Muscles" and "How-To Books: Writing to Teach Others." During this unit students will continue to be introduced to the world of reading by using phonics, phonemic awareness, and sight words. Students will continue to learn reading decoding, comprehension strategies and vocabulary related to unit themes. They will also work on a variety of reading strategies such as increasing their reading fluency and stamina. Students will continue writing daily, and will be introduced to writing informational how-to books. Lastly, students will continue learning how to listen to comprehend and speak to communicate clearly.

**Time Frame:** 10 Weeks

**Enduring Understandings:**

- *Drawing and writing are important ways to communicate information.*
- *Writers can teach people to do things.*
- *Writers study texts by other authors and learn from them.*
- *Using standard English conventions is important when writing to make the piece readable.*
- *Readers use different strategies to read harder books.*
- *Readers use letters and sounds to help solve tricky words.*
- *Readers use different reading strategies when reading books that break away from patterns.*

**Essential Questions:**

- *How do readers use text with pictures to read?*
- *How to use reading strategies to read?*
- *How do readers use fluency?*
- *What type of information can be shared through writing?*
- *How can we communicate our ideas through writing?*
- *How can we learn from other authors?*
- *Why is it important for me to check my conventions when editing my writing?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>RF.K.1. Demonstrate understanding of the organization and basic features of print.</b>  <b>RF.K.1.A. Follow words from left to right, top to bottom, and page by page.</b>  <b>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</b>  <b>RF.K.1.C. Understand that words are separated by spaces in print.</b>  <b>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</b>  <b>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>  <b>RF.K.2.A. Recognize and produce rhyming words.</b>  <b>RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</b> <b>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</b>	<b>Topics:</b> Phonics, decoding strategies, reading strategies, story structure, sight words, and comprehension strategies  <ul style="list-style-type: none"> <li>– Twenty-First Century Themes and Skills include:</li> <li>– The Four C's</li> <li>– Information Literacy</li> <li>– Media Literacy</li> <li>– Social &amp; Cross-Cultural Interaction</li> </ul> <b>Objectives</b>  Students will: <ul style="list-style-type: none"> <li>– Read books daily</li> <li>– Decode words with assistance</li> <li>– participate in shared and independent reading activities</li> <li>– read informational texts</li> <li>– use prior knowledge</li> <li>– preview text to establish an initial</li> </ul>	As an introduction to the unit students will be encouraged to use different reading strategies to stretch their reading muscles. Students will watch a short video about reading strategies.  Continue daily read-alouds using Unit 3 texts, this will be repeated throughout unit  Teacher will create and reference anchor charts throughout the unit  1 mini-lesson  Shared Reading: Teacher selected from Unit 3 texts  <b>Topic 1 Lesson 1 Teaching Point:</b> Students will learn how to tackle more challenging books- teach students that they will need to draw on all they know (and more) to tackle the reading challenges ahead.	<b>Guided Reading:</b> <a href="https://accounts.learninga-z.com/accountsweb/account/login.do">https://accounts.learninga-z.com/accountsweb/account/login.do</a>  <b>Text: <i>Units of Study for Teaching Reading</i></b> By Lucy Calkins with Colleagues from the Reading and Writing Project  YouTube: <i>Reading Strategies Song</i> <a href="https://youtu.be/Zunja9rBwg">https://youtu.be/Zunja9rBwg</a>  Unit 3 <i>Bigger Books, Bigger Reading Muscles</i>  <b>Unit 3 Bend 1: Tackling More Challenging Books</b> Lessons 1-6  <b>UNIT 3: Bigger Books, Bigger Reading Muscles</b>  <b>Demonstration Texts</b>  <i>Picnic</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))	<b>Unit Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>• Common Formative Assessment</li> <li>• Exact Path</li> </ul> <b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>– Participation/ Observations</li> <li>– Questioning</li> <li>– Running Records</li> <li>– Discussions</li> <li>– Anecdotal Notes</li> <li>– Learning/Response Logs</li> <li>– Graphic Organizers</li> <li>– Peer/Self Assessments</li> <li>– Presentations</li> <li>– Visual Representations</li> <li>– Kinesthetic Assessments</li> <li>– Individual Whiteboards</li> <li>– Pre-assessment</li> </ul> <b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>– Readers Workshop / Conferencing</li> </ul>

**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/.)**

**RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**

**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.**

impression of what the book is about and describe illustrations in a book (picture walk)

- participate in an active discussion about reading
- generate questions
- recall information
- monitor for meaning when reading by using pictures
- use picture cues as reading strategies
- confirm/alter predictions based on evidence from the text
- recall and retell events from text
- decode and blend c-v-c words

4 mini-lessons

### **Lesson 2**

**Teaching Point:** Students will learn that readers use patterns to help them read almost every page-teach children that figuring out the pattern can help them read their books.

2 mini-lessons

Teacher will review procedures for working with partners  
**(CRP12)**

### **Lesson 3**

**Teaching Point:** Students will learn how readers figure out the changing words in the pattern - teach children that they can search using the picture and the first letter to solve unknown words.

3 mini-lessons

### **Topic 2**

### **Lesson 4**

**Teaching Point:** Students will learn that Readers use all of their super powers to read pattern breaks in

*Pizza* by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))

*Cat and Mouse* by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))

*It's Super Mouse!* by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))

*Can You See the Eggs?* by Jenny Giles (Rigby)

“We Will Go” in *Playing With Poems* by Zoë Ryder White (Heinemann)

*Ethan's Cat* by Joanna Hurwitz (part of Ethan Out and About: Brand New Readers (Candlewick))

*Wake Up, Dad!* by Beverley Randell (Rigby)

### **Unit 3 Read-a-Louds and Shared Reading Books:**

*Pete the Cat and His Four Groovy Buttons* by Eric Litwin (HarperCollins)

*It Looked Like Spilt Milk* by Charles Shaw (HarperCollins)

- 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

### **Alternative**

### **Assessments:**

Basic Reading Inventory –Johns

Orton Gilligam Assessments

**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).**

**RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.**

**RF.K.4 .A. Read emergent-readers with purpose and understanding.**

**RF.K.4 B. Read grade level text for purpose and understanding**

**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 (e.g., who, what, where, when, why, how).**

**RL.K.3. With prompting and support, identify characters, settings, and major events in a story.**

books - teach children to expect pattern breaks in their books and to use all of their strategies to read those parts.

4 mini-lessons

### **Lesson 5**

**Teaching Point:** Students will learn how to check their own reading. teach children that even after they think they have solved the words, their reading work is not finished. You will show them that readers monitor for meaning and structure, and if their reading doesn't make sense or sound right, they must fix it up.

**(CRP12)**

2 mini-lessons

Teacher will monitor partner reading and reinforce procedures as needed **(CRP12)**

### **Lesson 6**

Students will learn that readers use the pattern and the ending to understand

*We're Going on a Bear Hunt* by Michael Rosen (Simon & Schuster)

*Oh, the Places You'll Go!* by Dr. Seuss (Random House)

*My Bug Box* by Pat Blanchard and Joanne Suhr (Richard C. Owen Publishers)

*Dragonflies* by Margaret Hall (Capstone Press)

### **Unit 3 Suggested Texts and Resources:**

*A is for Angry* by Sandra Boynton (Workman Publishing Company)

*Yay, You! Moving Out, Moving Up, Moving On* by Sandra Boynton (Simon & Schuster)

*Fishy Tales* by DK Readers (DK Publishing)

*I Knew You Could! A Book for All the Stops in Your Life* by Craig Dorfman (Grosset & Dunlap)

**RL.K.4. Ask and answer questions about unknown words in a text.**

**RL.K.5. Recognize common types of texts (e.g., storybooks, poems).**

**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.**

**RI.K.1. With prompting and support, ask and answer questions about key details in a text.**

**RI.K.2. With prompting and support, identify the main topic and retell key details of a text.**

**RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.**

**RI.K.4. With prompting and support, ask and answer**

their books - teach children that they don't just use the pattern to help them read the words; they also use the pattern and ending to better understand their books

Shared Reading: Teacher selected from Unit 3 texts

*Eating the Alphabet* by Lois Ehlert (Houghton Mifflin Harcourt)

*Koala Lou* by Mem Fox (Houghton Mifflin Harcourt)  
*The Snowy Day* by Ezra Jack Keats (Puffin Books)  
*Whistle for Willie* by Ezra Jack Keats (Penguin Books)  
*Miss Spider's ABCs* by David Kirk (Scholastic)

*National Geographic Readers: Trucks!* By Wil Mara (National Geographic Press)

*Curious You: On Your Way!* by H. A. Rey (Houghton Mifflin Harcourt)

*Dr. Seuss's ABCs* by Dr. Seuss (Random House)

### **Exemplars**

Student writing exemplar:  
"Sam's Story"

Student writing exemplar:  
"Hide and Seek" by Lila

questions about unknown words in a text.

**RI.K.5.** Identify the front cover, back cover, and title page of a book.

**RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)

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

**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.**

**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.4. Determine or clarify the meaning of unknown and**

multiple-meaning words and phrases based on kindergarten reading and content.

**L.K.4. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**

**L.K.4. B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.**

**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.**

**W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the**

### Topics

Writing for Readers: Using writing checklists, Working with a partner to improve writing skills, write words and sentences, use tools to write, grammar,

Twenty-First Century Themes and Skills include:

- The Four C's
- Information Literacy

**Writing Topic 1:** *How-to Books; Writing to Teach Others*

Teacher will review writing center and explain the procedures for using the materials at the writing center and any new tools or resources being introduced this unit.(6.1.4.A.1, 6.14.D.13)

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

*How-to Books; Writing to Teach Others*

**Unit 3 Bend I:** *Writing How-To Books, Step by Step* lessons 1-7

### Formative Assessment:

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

<p>events in the order in which they occurred, and provide a reaction to what happened.</p>	<ul style="list-style-type: none"> <li>– Media Literacy</li> <li>– Social &amp; Cross-Cultural Interaction</li> </ul>	<p>Centers will include:</p> <ul style="list-style-type: none"> <li>– High Frequency Words</li> <li>– Spelling</li> <li>– Word Writing Activities</li> <li>– Computer Literacy Games (<b>8.1.2.A.1, 8.1.2.A.4</b>)</li> </ul>	<p><b>Unit 3 Demonstration Texts</b></p>	<ul style="list-style-type: none"> <li>– Visual Representations</li> <li>– Kinesthetic Assessments</li> <li>– Individual Whiteboards</li> <li>– Pre-assessment</li> </ul>
<p><b>W.K.5.</b> 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><b>Objectives</b></p> <p>Students will:</p> <p>write letters, words, and sentences</p>	<p><b>Lesson 1</b></p> <p>Students will learn that writers study the kind of writing they plan to make - There are different kinds of writing. Before a writer writes, the writer thinks, "What kind of thing am I making?"</p> <ul style="list-style-type: none"> <li>○ Teacher will conference with 3-4 students</li> <li>○ 2-4 students will share their writing (<b>CRP4</b>)</li> </ul>	<p><b>Demonstration Texts</b></p> <p><i>Picnic</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))</p> <p><i>Pizza</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))</p> <p><i>Cat and Mouse</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))</p> <p><i>It's Super Mouse!</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))</p> <p><i>Can You See the Eggs?</i> by Jenny Giles (Rigby)</p>	<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>– Writers Workshop / Conferencing</li> <li>– Pre-test, test, and daily work</li> <li>– Portfolio review</li> <li>– District benchmark or interim assessments</li> <li>– Published writing piece</li> <li>– Scores that are used for accountability for schools (AYP) and students (report card grades)</li> </ul>
<p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>make drawings or sketches</p> <p>use a writing checklist</p> <p>match writing to a picture</p> <p>share writing and generating ideas</p>	<p><b>Lesson 2</b></p> <p>Students will learn that writers use what they already know: touching and telling the steps across pages - When writing how-to books, you still say what you are going to write across the pages -</p>	<p><i>We Will Go</i> in Playing With Poems by Zoë Ryder White (Heinemann)</p> <p><i>Ethan's Cat</i> by Joanna Hurwitz (part of Ethan Out and About: Brand New Readers (Candlewick))</p>	<ul style="list-style-type: none"> <li>– Rubrics</li> <li>– Portfolios</li> </ul>
<p><b>SL.K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>begin to produce and write beginning sounds of a word</p>			
<p><b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>use a writing checklist to prepare writing for publication</p>			
<p><b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>use writing tools</p> <p>retell an experience orally</p>			
<p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>contribute to shared writing experiences</p> <p>use drawing, dictating and/or writing to narrate an</p>			

**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.**

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

event

use capitalization, punctuation, and spelling when writing

touch and tell - and you still draw the pictures, saying the words that goes with a picture. Only this time, each picture and page is another step."

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

### **Lesson 3**

Students will learn how writers become readers, asking, 'Can I follow this?' - How-to writers reread to check that their writing makes sense. To do that kind of rereading, writers reread to a partner or to themselves and make sure it is easy to follow the steps.

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

### **Lesson 4**

Students will learn how writers answer a partner's

*Wake Up, Dad!* by Beverley Randell (Rigby)

### **Unit 3 Read-a-Louds and Shared Reading Books:**

*Pete the Cat and His Four Groovy Buttons* by Eric Litwin (HarperCollins)

*It Looked Like Spilt Milk* by Charles Shaw (HarperCollins)

*We're Going on a Bear Hunt* by Michael Rosen (Simon & Schuster)

*Oh, the Places You'll Go!* by Dr. Seuss (Random House)

*My Bug Box* by Pat Blanchard and Joanne Suhr (Richard C. Owen Publishers)

*Dragonflies* by Margaret Hall (Capstone Press)

### **Unit 3 Suggested Texts and Resources:**

*A is for Angry* by Sandra Boynton (Workman Publishing Company)

*Yay, You! Moving Out, Moving Up, Moving On* by

**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 being read to, and responding to texts.**

questions - Writers feel really lucky if they have readers who not only try to follow their directions, but who also speak up, saying things like "I'm confused" or "Can you explain that more clearly?" when they need to do so.

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

### **Lesson 5**

Students will learn that writers label their diagrams to teach even more information - One way writers add detail to information books is by adding detailed pictures called diagrams. Writers often help readers understand their how-to books by making detailed diagrams and by labeling the diagrams, using the most precise, specific words they can..

- Teacher will conference with 3-4 students

Sandra Boynton (Simon & Schuster)

*Fishy Tales* by DK Readers (DK Publishing)

*I Knew You Could! A Book for All the Stops in Your Life* by Craig Dorfman (Grosset & Dunlap)

*Eating the Alphabet* by Lois Ehlert (Houghton Mifflin Harcourt)

*Koala Lou* by Mem Fox (Houghton Mifflin Harcourt)  
*The Snowy Day* by Ezra Jack Keats (Puffin Books)  
*Whistle for Willie* by Ezra Jack Keats (Penguin Books)  
*Miss Spider's ABCs* by David Kirk (Scholastic)

*National Geographic Readers: Trucks!* By Wil Mara (National Geographic Press)

*Curious You: On Your Way!* by H. A. Rey (Houghton Mifflin Harcourt)

*Dr. Seuss's ABCs* by Dr. Seuss (Random House)

### **Exemplars**

Student writing exemplar: "Sam's Story"

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

Student writing exemplar:  
“Hide and Seek” by Lila

### **Lesson 6**

Students will learn that writers write as many books as they can.

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

### **Lesson 7**

Students will reflect and set goals to create their best information writing- It is important to remember everything you already learned about writing informational books. You can use old charts to help you keep track of all the work you are already doing and to help you set new goals.

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

<p><b>RF.K.1. Demonstrate understanding of the organization and basic features of print.</b></p> <p><b>RF.K.1.A. Follow words from left to right, top to bottom, and page by page.</b></p> <p><b>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</b></p> <p><b>RF.K.1.C. Understand that words are separated by spaces in print.</b></p> <p><b>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</b></p> <p><b>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <p><b>RF.K.2.A. Recognize and produce rhyming words.</b></p> <p><b>RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</b></p> <p><b>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</b></p>	<p><b>Topics</b></p> <p>Using a variety of reading strategies to increase reading fluency and comprehension. 1:1 word correspondence, partner reading, learning sight words to improve fluency, and beginning comprehension strategies</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>– The Four C’s</li> <li>– Information Literacy</li> <li>– Media Literacy</li> <li>– Social &amp; Cross-Cultural Interaction</li> </ul> <p><b>Objectives</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>– Read books daily</li> <li>– Learn letter-sound relationship</li> <li>– participate in shared and independent reading activities</li> <li>– read informational texts</li> <li>– use prior knowledge</li> <li>– preview text to establish an initial</li> </ul>	<p>Continue daily read-alouds using Unit 3 texts</p> <p><b>Lesson 7</b></p> <p><b>Teaching Point:</b> Today I want to teach you that readers rely on a combination of reading strategies in order to read books. Readers try different ways to improve their reading.</p> <p>3 mini-lessons</p> <p>Teacher will model procedures for partner reading and monitor partners.</p> <p><b>Lesson 7</b></p> <p><b>Teaching Point:</b> Students will learn that readers use their letter-sound knowledge to help Them Read the Words on the Page - teach children to realize that one of their biggest sources of power is their letter-sound knowledge</p> <p>3 mini-lessons</p> <p><b>Lesson 8 Teaching</b></p>	<p><b>Guided Reading:</b></p> <p><a href="https://accounts.learninga-z.com/accountsweb/account/login.do">https://accounts.learninga-z.com/accountsweb/account/login.do</a></p> <p><b>Text: <i>Units of Study for Teaching Reading</i></b> By Lucy Calkins with Colleagues from the Reading and Writing Project</p> <p><b>Unit 3 Bend 2: <i>Zooming In on Letters and Sounds</i></b> Lessons 7-12</p> <p>“We Are Gathering” song lyrics p.2</p> <p><b>Unit 3 Demonstration Texts</b></p> <p><b>Demonstration Texts</b></p> <p><i>Picnic</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick)</p> <p><i>Pizza</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick)</p> <p><i>Cat and Mouse</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick)</p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>– Participation/ Observations</li> <li>– Questioning</li> <li>– Running Records</li> <li>– Discussions</li> <li>– Anecdotal Notes</li> <li>– Learning/Response Logs</li> <li>– Graphic Organizers</li> <li>– Peer/Self Assessments</li> <li>– Presentations</li> <li>– Visual Representations</li> <li>– Kinesthetic Assessments</li> <li>– Individual Whiteboards</li> <li>– Pre-assessment</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>– Readers Workshop / Conferencing</li> <li>– Pre-test, test, and daily work</li> <li>– Portfolio review</li> <li>– Reading Assessment/Running Records</li> <li>– District benchmark or interim assessments</li> </ul>
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<p><b>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/.)</b></p> <p><b>RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</b></p> <p><b>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</b></p> <p><b>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.</b></p> <p><b>RF.K.3. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</b></p> <p><b>RF.K.3. C. Read high-frequency and sight words with automaticity.</b></p>	<p>impression of what the book is about and describe illustrations in a book (picture walk)</p> <ul style="list-style-type: none"> <li>– participate in an active discussion about reading</li> <li>– generate questions</li> <li>– recall information</li> <li>– track print</li> <li>– monitor for meaning when reading by using pictures</li> <li>– use picture cues as reading strategies</li> <li>– confirm/alter predictions based on evidence from the text</li> <li>– recall and retell events from text</li> <li>– decode and blend c-v-c words</li> </ul>	<p><b>Point:</b> Students will learn how to use their letter-sound knowledge to help them read unknown words - teach children that they can use their letter-sound knowledge to solve unknown words</p> <p>3 mini-lessons</p> <p><b>Lesson 9</b> <b>Teaching Point:</b> Students will notice consonant clusters to help solve unknown words - teach children that as books get more challenging they will have to move from looking at just the initial consonant in a word to looking at the first two or three consonants.</p> <p>2 mini-lessons</p> <p>Teacher will monitor partners.</p> <p><b>Lesson 10</b> <b>Teaching Point:</b> Students will look to the ends of words as they read - teach children to solve words by</p>	<p><i>It's Super Mouse!</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))</p> <p><i>Can You See the Eggs?</i> by Jenny Giles (Rigby)</p> <p>“We Will Go” in Playing With Poems by Zoë Ryder White (Heinemann)</p> <p><i>Ethan's Cat</i> by Joanna Hurwitz (part of Ethan Out and About: Brand New Readers (Candlewick))</p> <p><i>Wake Up, Dad!</i> by Beverley Randell (Rigby)</p> <p><b>Unit 3 Read-a-Louds and Shared Reading Books:</b></p> <p><i>Pete the Cat and His Four Groovy Buttons</i> by Eric Litwin (HarperCollins)</p> <p><i>It Looked Like Spilt Milk</i> by Charles Shaw (HarperCollins)</p> <p><i>We're Going on a Bear Hunt</i> by Michael Rosen (Simon &amp; Schuster)</p> <p><i>Oh, the Places You'll Go!</i> by Dr. Seuss (Random House)</p>	<ul style="list-style-type: none"> <li>– End-of-unit or tests</li> <li>– Scores that are used for accountability for schools (AYP) and students (report card grades)</li> <li>– Rubrics</li> <li>– Portfolios</li> </ul> <p><b>Alternative Assessments:</b></p> <p>Basic Reading Inventory –Johns</p> <p>Orton Gilligam Assessments</p>
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**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).**

**RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.**

**RF.K.4. A. Read emergent-readers with purpose and understanding.**

**RF.K.4. B. Read grade level text for purpose and understanding.**

**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 (e.g., who, what, where, when, why, how).**

**RL.K.3. With prompting and support, identify characters, settings, and major events in a story.**

first looking at the beginning parts of words and then moving their eyes toward the ends of the words  
4 mini-lessons

### **Lesson 11**

**Teaching Point:** Students will preview a page and locate known words before reading - teach children that they can locate known words and read these words in a snap.

3 mini-lessons

### **Lesson 12**

Students will learn how to check their reading - teach children that even after they think they have solved words, their reading work is not finished. You will show the class that readers monitor for meaning, structure, and visual information. If their reading doesn't make sense, sound right, or look right, they must fix it up.  
3 mini-lessons

*My Bug Box* by Pat Blanchard and Joanne Suhr (Richard C. Owen Publishers)

*Dragonflies* by Margaret Hall (Capstone Press)

### **Unit 3 Suggested Texts and Resources:**

*A is for Angry* by Sandra Boynton (Workman Publishing Company)

*Yay, You! Moving Out, Moving Up, Moving On* by Sandra Boynton (Simon & Schuster)

*Fishy Tales* by DK Readers (DK Publishing)

*I Knew You Could! A Book for All the Stops in Your Life* by Craig Dorfman (Grosset & Dunlap)

*Eating the Alphabet* by Lois Ehlert (Houghton Mifflin Harcourt)

*Koala Lou* by Mem Fox (Houghton Mifflin Harcourt)  
*The Snowy Day* by Ezra Jack Keats (Puffin Books)  
*Whistle for Willie* by Ezra Jack Keats (Penguin Books)

**RL.K.4.** Ask and answer questions about unknown words in a text.

**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.

**RI.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts

*Miss Spider's ABCs* by David Kirk (Scholastic)

*National Geographic Readers: Trucks!* By Wil Mara (National Geographic Press)

*Curious You: On Your Way!* by H. A. Rey (Houghton Mifflin Harcourt)

*Dr. Seuss's ABCs* by Dr. Seuss (Random House)

### **Exemplars**

Student writing exemplar:  
"Sam's Story"

Student writing exemplar:  
"Hide and Seek" by Lila

### **Companion Text:**

*Time for Kids: Famous Firsts*

*Scholastic Magazine*

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

**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.**

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

**L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**

**L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.**

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

<p><b>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.</b></p>	<p><b>Topics</b></p> <p>Using Writing Checklists, Making writing fun to read, writing words and sentences, using tools to create more powerful writing</p>	<p><b>Lesson 8</b></p> <p>Students will learn that writers emulate features of informational writing using a mentor text .</p>	<p><b>Texts:</b> <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><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>– Participation/ Observations</li> <li>– Questioning</li> <li>– Discussions</li> <li>– Anecdotal Notes</li> <li>– Learning/Response Logs</li> </ul>
<p><b>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.</b></p>	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>– The Four C's</li> <li>– Information Literacy</li> <li>– Media Literacy</li> <li>– Social &amp; Cross-Cultural Interaction</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher will conference with 3-4 students</li> <li>○ 2-4 students will share their writing <b>(CRP4)</b></li> </ul>	<p><b>Unit 3 Bend 2: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones</b> Lessons 8-12</p>	<ul style="list-style-type: none"> <li>– Graphic Organizers</li> <li>– Peer/Self Assessments</li> <li>– Presentations</li> <li>– Visual Representations</li> <li>– Kinesthetic Assessments</li> </ul>
<p><b>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).</b></p>	<p><b>Objectives</b></p> <p>Students will:</p> <p>write letters, words, and sentences</p> <p>make drawings or sketches</p>	<p><b>Lesson 9</b></p> <p>Students will learn that using the word "you" - When you're writing a how-to book, your words need to reach your reader. One of the best ways to reach your readers is to talk directly to them, by saying the word you: "First you . . .and then you . . ."</p>	<p><b>Unit 3 Demonstration Texts</b></p> <p><b>Demonstration Texts</b></p> <p><i>Picnic</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))</p> <p><i>Pizza</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))</p>	<ul style="list-style-type: none"> <li>– Pre-assessment</li> </ul>
<p><b>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b></p>	<p>use a writing checklist</p> <p>match writing to a picture</p>	<p>One of the best ways to reach your readers is to talk directly to them, by saying the word you: "First you . . .and then you . . ."</p>	<p><i>Cat and Mouse</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))</p>	<p><b>Summative Assessment:</b></p>
<p><b>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b></p>	<p>share writing and generating ideas</p> <p>begin to produce and write beginning sounds of a word</p> <p>use a writing checklist to prepare writing for</p>	<ul style="list-style-type: none"> <li>○ Teacher will conference with 3-4 students</li> <li>○ 2-4 students will share their writing <b>(CRP4)</b></li> </ul>	<p><i>It's Super Mouse!</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))</p>	<ul style="list-style-type: none"> <li>– Writers Workshop / Conferencing</li> <li>– Pre-test, test, and daily work</li> <li>– Portfolio review</li> <li>– District benchmark or interim assessments</li> <li>– Published writing piece</li> <li>– Scores that are used for</li> </ul>

<p><b>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 SL.K.1. texts under discussion).</b></p> <p><b>SL.K.1. B. Continue a conversation through multiple exchanges.</b></p> <p><b>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b></p> <p><b>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</b></p> <p><b>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</b></p> <p><b>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.K.1. A. Print many upper- and lowercase letters.</b></p> <p><b>L.K.1. B. Use frequently occurring nouns and verbs.</b></p> <p><b>L.K.1. C. Form regular plural nouns orally by adding</b></p>	publication	<b>Lesson 10</b>	<i>Can You See the Eggs?</i> by Jenny Giles (Rigby)	accountability for schools (AYP) and students (report card grades)
	use writing tools	<p>Students will learn that How-to book writers picture each step and then choose exactly right words - To write how-to steps that a reader can easily follow, it is really important to remember yourself doing something and to picture it, almost like you're watching video in slow motion, pausing often to say, "What exact words describe what I just did?" <b>(CRP2)</b></p> <ul style="list-style-type: none"> <li>○ Teacher will conference with 3-4 students</li> <li>○ 2-4 students will share their writing <b>(CRP4)</b></li> </ul>	"We Will Go" in <i>Playing With Poems</i> by Zoë Ryder White (Heinemann)	– Rubrics
	retell an experience orally		<i>Ethan's Cat</i> by Joanna Hurwitz (part of <i>Ethan Out and About: Brand New Readers</i> (Candlewick))	– Portfolios
	contribute to shared writing experiences	<p><b>Lesson 11</b></p> <p>Students will learn about elaboration in how-to books - In how-to books, writers don't just teach the steps. They also add little warning and tips. They do this by thinking about how the learner could go wrong and then adding advice to keep that from happening.</p>	<i>Wake Up, Dad!</i> by Beverley Randell (Rigby)	
	use drawing, dictating and/or writing to narrate an event		<b>Unit 3 Read-a-Louds and Shared Reading Books:</b>	
	use capitalization, punctuation, and spelling when writing		<i>Pete the Cat and His Four Groovy Buttons</i> by Eric Litwin (HarperCollins)	
			<i>It Looked Like Spilt Milk</i> by Charles Shaw (HarperCollins)	
			<i>We're Going on a Bear Hunt</i> by Michael Rosen (Simon & Schuster)	
			<i>Oh, the Places You'll Go!</i> by Dr. Seuss (Random House)	
			<i>My Bug Box</i> by Pat Blanchard and Joanne Suhr (Richard C. Owen Publishers)	

/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).**

**L.K.2.D. Spell simple words phonetically, drawing on**

**(CRP2)**

- Teacher will conference with 3-4 students

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

## **Lesson 12**

Students will learn how to use comparisons to give readers clear directions- Making comparisons is another way to show readers exactly what you mean for them to do when they read your how-to directions. ( **6.1.4.A.1, 6.1.4.D.13, 6.1.4.D.19, 6.1.4.D.20**)

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

*Dragonflies* by Margaret Hall (Capstone Press)

## **Unit 3 Suggested Texts and Resources:**

*A is for Angry* by Sandra Boynton (Workman Publishing Company)

*Yay, You! Moving Out, Moving Up, Moving On* by Sandra Boynton (Simon & Schuster)

*Fishy Tales* by DK Readers (DK Publishing)

*I Knew You Could! A Book for All the Stops in Your Life* by Craig Dorfman (Grosset & Dunlap)

*Eating the Alphabet* by Lois Ehlert (Houghton Mifflin Harcourt)

*Koala Lou* by Mem Fox (Houghton Mifflin Harcourt)

*The Snowy Day* by Ezra Jack Keats (Puffin Books)

*Whistle for Willie* by Ezra Jack Keats (Penguin Books)

*Miss Spider's ABCs* by David Kirk (Scholastic)



knowledge of sound-letter relationships

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

**RI.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**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

*National Geographic Readers: Trucks!* By Wil Mara (National Geographic Press)

*Curious You: On Your Way!* by H. A. Rey (Houghton Mifflin Harcourt)

*Dr. Seuss's ABCs* by Dr. Seuss (Random House)

### Exemplars

Student writing exemplar:  
“Sam’s Story”

Student writing exemplar:  
“Hide and Seek” by Lila

### Companion Text

*Scholastic Magazine*

### Topics

Literacy Centers and small group instruction

Twenty-First Century

Students will participate in small group instruction and/or literacy centers daily for 40 minutes (2 Groups, 20 minutes each) (**6.1.4.A.1, 6.14.D.13**)

### Guided Reading:

<https://accounts.learninga-z.com/accountsweb/account/login.do>

### Texts:

### Formative Assessment:

- Participation/ Observations
- Questioning
- Running Records
- Discussions

bottom, and page by page.	Themes and Skills include:			<i>Institute for Multi-Sensory Education</i> , Orton-Gillingham, 2014	– Anecdotal Notes
	<ul style="list-style-type: none"><li>– The Four C’s</li><li>– Information Literacy</li><li>– Media Literacy</li><li>– Social &amp; Cross-Cultural Interaction</li></ul>	Small group instruction focused on the following:	<ul style="list-style-type: none"><li>– Guided Reading</li><li>– Skill Group</li><li>– Strategy Group</li></ul>		– Learning/Response Logs
	<b>Objectives</b>	Literacy centers focused on the following:		<b>Text: <i>Units of Study for Teaching Reading</i></b> By Lucy Calkins with Colleagues from the Reading and Writing Project	– Graphic Organizers
	Students will:			<b>Unit 3: <i>Bigger Books, Bigger Reading Muscles</i></b>	– Peer/Self Assessments
RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.	Actively participate in small group instruction				– Presentations
RF.K.1.C. Understand that words are separated by spaces in print.	Engage, explore, and review literacy skills via learning centers			Reading Rockets: <i>Literacy Centers</i> By Just Read! Florida <a href="http://www.readingrockets.org/article/literacy-centers">http://www.readingrockets.org/article/literacy-centers</a>	– Visual Representations
RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.	Independent reading				– Kinesthetic Assessments
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).					– Individual Whiteboards
RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).					– Pre-assessment
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.					<b>Summative Assessment:</b>
RL.K.4. Ask and answer questions about unknown words in a text.					– 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

**RL.K.5. Recognize common types of texts (e.g., storybooks, poems).**

**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.**

**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.**

During Unit 3: Teacher introduces centers and reviews procedures. All literacy centers will be preceded by mini-lesson prior to students using them independently or with peers. Centers will be flexible and tiered based upon student assessed need (6.1.4.A.1, 6.14.D.13)  
Mini-lessons throughout the unit

Following teacher-led mini-lessons, students will practice upper and lower case letter recognition, beginning sounds, and left to right progressions

4 mini-lessons

Following teacher-led mini-lessons and modeling.  
Students will use book tubs and classroom library to select "Just Right" books to read independently.

students (report card grades)

- Rubrics
- Portfolios

**Alternative**

**Assessments:**

Basic Reading Inventory –Johns

Orton Gilligam Assessments

Reading Rockets: *Phonics and Decoding*

<http://www.readingrockets.org/reading-topics/phonics-and-decoding>

Reading Rockets: *Selecting Books for Your Child: Finding 'Just Right' Books*

By: Kathleen Rogers

<http://www.readingrockets.org/article/selecting-books->

**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.**

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

**L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**

[your-child-finding-just-right-books](#)

**L.K.4.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.

**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.

**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).

**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.

**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).

**W.K.8.** With guidance and support from adults, recall information

Topics	Lesson 13	Text:	Formative Assessment:	
Writing stories	Students will learn that writers write how-to books about things they learn together throughout the day and from books - There are lots of objects in school that can remind you of how-to books you could write.	<b>Units of Study in Opinion, Information, and Narrative Writing</b> by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project	<ul style="list-style-type: none"> <li>– Participation/ Observations</li> <li>– Questioning</li> <li>– Discussions</li> <li>– Anecdotal Notes</li> <li>– Learning/Response Logs</li> <li>– Graphic Organizers</li> <li>– Peer/Self Assessments</li> <li>– Presentations</li> <li>– Visual Representations</li> <li>– Kinesthetic Assessments</li> <li>– Individual Whiteboards</li> <li>– Pre-assessment</li> </ul>	
Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> <li>– The Four C's</li> <li>– Information Literacy</li> <li>– Media Literacy</li> <li>– Social &amp; Cross-Cultural Interaction</li> </ul>				
Objectives	Lesson 14	Unit 3 Bend 3: <i>Keeping Readers in Mind</i> Lessons 13-16	Unit 3 Demonstration Texts	
Students will:	<ul style="list-style-type: none"> <li>○ Teacher will conference with 3-4 students</li> <li>○ 2-4 students will share their writing (CRP4)</li> </ul>		Demonstration Texts	
write letters, words, and sentences	Students will learn how writing a series or collection of how-to books to teach other will help them learn more about a topic - You can write lots of how-to books about one topic by thinking of it in many different ways.	<i>Picnic</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))	Summative Assessment:	
make drawings or sketches		<i>Pizza</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))		
use a writing checklist	Students will learn how writing a series or collection of how-to books to teach other will help them learn more about a topic - You can write lots of how-to books about one topic by thinking of it in many different ways.	<i>Cat and Mouse</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))	<ul style="list-style-type: none"> <li>– Writers Workshop / Conferencing</li> <li>– Pre-test, test, and daily work</li> <li>– Portfolio review</li> <li>– District benchmark or</li> </ul>	
match writing to a picture		<i>It's Super Mouse!</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))		
share writing and generating ideas	Students will learn how writing a series or collection of how-to books to teach other will help them learn more about a topic - You can write lots of how-to books about one topic by thinking of it in many different ways.			
begin to produce and write beginning sounds of a word				
use a writing checklist to				

<p><b>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b></p> <p><b>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).</b></p> <p><b>SL.K.1.B. Continue a conversation through multiple exchanges.</b></p> <p><b>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b></p> <p><b>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</b></p> <p><b>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</b></p> <p><b>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p>	prepare writing for publication	<ul style="list-style-type: none"> <li>○ Teacher will conference with 3-4 students</li> </ul>	<i>Fun: Brand New Readers</i> (Candlewick)	interim assessments
	use writing tools	<ul style="list-style-type: none"> <li>○ 2-4 students will share their writing (CRP4)</li> </ul>	<i>Can You See the Eggs?</i> by Jenny Giles (Rigby)	– Published writing piece
	retell an experience orally		“We Will Go” in <i>Playing With Poems</i> by Zoë Ryder White (Heinemann)	– Scores that are used for accountability for schools (AYP) and students (report card grades)
	contribute to shared writing experiences	<p><b>Lesson 15</b></p> <p>Students will learn that writers can write introductions and conclusions to help their readers - Writers of how-to books often write a special page to introduce their books to help their readers understand their topic. How-to writers often pretend that the people who will read the book have never heard of the topic, and then they write an introduction page to give the readers some information or facts so that the rest of the how-to book will make more sense.</p>	<i>Ethan’s Cat</i> by Joanna Hurwitz (part of <i>Ethan Out and About: Brand New Readers</i> (Candlewick))	– Rubrics
	use drawing, dictating and/or writing to narrate an event		<i>Wake Up, Dad!</i> by Beverley Randell (Rigby)	– Portfolios
	use capitalization, punctuation, and spelling when writing		<p><b>Unit 3 Read-a-Louds and Shared Reading Books:</b></p> <p><i>Pete the Cat and His Four Groovy Buttons</i> by Eric Litwin (HarperCollins)</p> <p><i>It Looked Like Spilt Milk</i> by Charles Shaw (HarperCollins)</p> <p><i>We’re Going on a Bear Hunt</i> by Michael Rosen (Simon &amp; Schuster)</p> <p><i>Oh, the Places You’ll Go!</i> by Dr. Seuss (Random House)</p> <p><i>My Bug Box</i> by Pat Blanchard and Joanne Suhr</p>	
		<ul style="list-style-type: none"> <li>○ Teacher will conference with 3-4 students</li> <li>○ 2-4 students will share their writing (CRP4)</li> </ul> <p><b>Lesson 16</b></p>		



**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.**

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

Students will learn that by using everything they have learned this will help them create their own how-to books that are easy to read - Writers don't just wait until they are finished to go back and make their writing easy to read. They work on it all the time, using all their strategies combined.

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

(Richard C. Owen Publishers)

*Dragonflies* by Margaret Hall (Capstone Press)

### **Unit 3 Suggested Texts and Resources:**

*A is for Angry* by Sandra Boynton (Workman Publishing Company)

*Yay, You! Moving Out, Moving Up, Moving On* by Sandra Boynton (Simon & Schuster)

*Fishy Tales* by DK Readers (DK Publishing)

*I Knew You Could! A Book for All the Stops in Your Life* by Craig Dorfman (Grosset & Dunlap)

*Eating the Alphabet* by Lois Ehlert (Houghton Mifflin Harcourt)

*Koala Lou* by Mem Fox (Houghton Mifflin Harcourt)

*The Snowy Day* by Ezra Jack Keats (Puffin Books)

*Whistle for Willie* by Ezra Jack Keats (Penguin Books)



**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.**

*Miss Spider's ABCs* by David Kirk (Scholastic)

*National Geographic Readers: Trucks!* By Wil Mara (National Geographic Press)

*Curious You: On Your Way!* by H. A. Rey (Houghton Mifflin Harcourt)

*Dr. Seuss's ABCs* by Dr. Seuss (Random House)

### **Exemplars**

Student writing exemplar:  
"Sam's Story"

Student writing exemplar:  
"Hide and Seek" by Lila

### **Companion Text:**

*Scholastic Magazine*

**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**

Using a variety of reading strategies to increase reading fluency and comprehension. 1:1 word correspondence, partner reading, using voice and intonation when reading aloud, and beginning comprehension strategies

Twenty-First Century Themes and Skills include:

Continue daily read-alouds using Unit 3 texts, this will be repeated throughout unit

### **Lesson 13**

**Teaching Point:** Students will learn that as books get harder, readers need new kinds of picture power-teach students that they can graduate to new, reading powers. These

### **Guided Reading:**

<https://accounts.learninga-z.com/accountsweb/account/login.do>

**Text: *Units of Study for Teaching Reading*** By Lucy Calkins with Colleagues from the Reading and Writing Project

**Unit 3 Bend 3: *Graduation: Becoming Stronger Readers*** Lessons 13-19

### **Formative Assessment:**

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

**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.**

**RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

**RF.K.2. A. Recognize and produce rhyming words.**

**RF.K.2. B. Count, pronounce, blend, and segment syllables in spoken words.**

**RF.K.2. C. Blend and segment onsets and rimes of single-syllable spoken words.**

**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/.)**

**RF.K.2. E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**

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

### Objectives

#### Students will:

- Learn letter-sound relationship
- participate in shared and independent reading activities
- read informational texts
- use prior knowledge
- preview text to establish an initial impression of what the book is about and describe illustrations in a book (picture walk)
- participate in an active discussion about reading
- generate questions
- recall information
- track print
- monitor for meaning when reading by using pictures

books will put new demands on them, including the need to use picture power differently.

5 mini-lessons

#### Lesson 14

**Teaching point:** Students will that readers can lean on their snap word power when books become less patterned - teach children that some of their books might be less patterned. This means they need to rely even more on searching for meaning and on their knowledge of high-frequency words.

3 mini-lessons

#### Lesson 15

**Teaching point:** Students will learn that readers can read snap words with inflected endings - teach children that they can read familiar high-frequency words no matter what - even when they have inflected endings.

### Unit 3 Demonstration Texts

#### Demonstration Texts

*Picnic* by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))

*Pizza* by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))

*Cat and Mouse* by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))

*It's Super Mouse!* by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))

*Can You See the Eggs?* by Jenny Giles (Rigby)

"We Will Go" in *Playing With Poems* by Zoë Ryder White (Heinemann)

*Ethan's Cat* by Joanna Hurwitz (part of Ethan Out and About: Brand New Readers (Candlewick))

*Wake Up, Dad!* by Beverley Randell (Rigby)

- Visual Representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-assessment

#### Summative Assessment:

- Readers Workshop / 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)
- Rubrics
- Portfolios

**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).**

**RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.**

**RF.K.4.A. Read emergent-readers with purpose and understanding.**

- use picture cues as reading strategies
- confirm/alter predictions based on evidence from the text
- recall and retell events from text
- decode and blend c-v-c words
- Monitor and self-correct reading

4 mini-lessons

### **Lesson 16**

**Teaching point:** Students will learn that readers use all they know about stories to make predictions - teach children that knowing how stories go can help them read and think about what might happen next.

3 mini-lessons

Teacher will monitor reading partners and reteach skills as needed.

### **Lesson 17**

**Teaching point:** Students will learn that readers need extra-strength reread power to bring their books to life - teach readers to think about what is happening in the story to help improve their fluency and make their books come to life.

5 mini-lessons

Teacher will monitor

### **Unit 3 Read-a-Louds and Shared Reading Books:**

*Pete the Cat and His Four Groovy Buttons* by Eric Litwin (HarperCollins)

*It Looked Like Spilt Milk* by Charles Shaw (HarperCollins)

*We're Going on a Bear Hunt* by Michael Rosen (Simon & Schuster)

*Oh, the Places You'll Go!* by Dr. Seuss (Random House)

*My Bug Box* by Pat Blanchard and Joanne Suhr (Richard C. Owen Publishers)

*Dragonflies* by Margaret Hall (Capstone Press)

### **Unit 3 Suggested Texts and Resources:**

*A is for Angry* by Sandra Boynton (Workman Publishing Company)

*Yay, You! Moving Out, Moving Up, Moving On* by Sandra Boynton (Simon & Schuster)

**RF.K.4.B. Read grade level text for purpose and understanding.**

**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 (e.g., who, what, where, when, why, how).**

**RL.K.3. With prompting and support, identify characters, settings, and major events in a story.**

**RL.K.4. Ask and answer questions about unknown words in a text.**

**RL.K.5. Recognize common types of texts (e.g., storybooks, poems).**

**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.**

reading partners and reteach skills as needed.

### **Lesson 18**

**Teaching point:** Students will learn that readers need extra-strength book talk power - teach children new ways they can think and talk about their books. Since their books and powers have grown and changes, so too does the way they should talk about books.

5 mini-lessons

### **Lesson 19**

**Teaching point:** Students will celebrate their new reading super powers. Students will select books and read into the circle to celebrate their new reading skills. (6.1.4.D.13, 6.1.4.A.1)

5 mini-lessons

Teacher will monitor reading partners and reteach skills as needed. ( 9.2.4.A.2)

*Fishy Tales* by DK Readers (DK Publishing)

*I Knew You Could! A Book for All the Stops in Your Life* by Craig Dorfman (Grosset & Dunlap)

*Eating the Alphabet* by Lois Ehlert (Houghton Mifflin Harcourt)

*Koala Lou* by Mem Fox (Houghton Mifflin Harcourt)

*The Snowy Day* by Ezra Jack Keats (Puffin Books)

*Whistle for Willie* by Ezra Jack Keats (Penguin Books)

*Miss Spider's ABCs* by David Kirk (Scholastic)

*National Geographic Readers: Trucks!* By Wil Mara (National Geographic Press)

*Curious You: On Your Way!* by H. A. Rey (Houghton Mifflin Harcourt)

*Dr. Seuss's ABCs* by Dr. Seuss (Random House)

### **Exemplars**

Student writing exemplar: "Sam's Story"

**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 answering questions about key details and requesting clarification if something 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.1.** Demonstrate command of the conventions

Shared Reading using  
Unit 3 texts

Student writing exemplar:  
“Hide and Seek” by Lila

**Companion text:**

Time for Kids K-1: *A Day in the Life*

<https://www.timeforkids.com/k1/day-in-the-life/>

**of standard English grammar and usage when writing or speaking.**

**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.**

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

**L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**

**L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.**

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



**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.**

**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).**

**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.**

**W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

**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**

Topics	Lesson 17	<i>Units of Study in Opinion, Information, and Narrative Writing</i> by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project	Formative Assessment:
<p>Story Writing: Revising, adding endings, and preparing for publication and Author's celebration</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Social &amp; Cross-Cultural Interaction</li> </ul>	<p>Students will learn that How-to books make wonderful gifts - Writers often write books for people they care about or for people they would like to teach. Writers often write dedications for those people, to let everybody know who the book was really written for.</p> <ul style="list-style-type: none"> <li>○ Teacher will conference with 3-4 students</li> <li>○ 2-4 students will share their writing (CRP4)</li> </ul>	<p><b>Unit 3 Bend IV: <i>Giving How-To Books as Gifts</i></b></p> <p>Lessons 17-19</p> <p><b>Unit 3 Demonstration Texts</b></p> <p><b>Demonstration Texts</b></p> <p><i>Picnic</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))</p>	<ul style="list-style-type: none"> <li>– Participation/ Observations</li> <li>– Questioning</li> <li>– Discussions</li> <li>– Anecdotal Notes</li> <li>– Learning/Response Logs</li> <li>– Graphic Organizers</li> <li>– Peer/Self Assessments</li> <li>– Presentations</li> <li>– Visual Representations</li> <li>– Kinesthetic Assessments</li> <li>– Individual Whiteboards</li> <li>– Pre-assessment</li> </ul>
Objectives	Lesson 18	<i>Pizza</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))	Summative Assessment:
<p>write letters, words, and sentences</p> <p>make drawings or sketches</p> <p>use a writing checklist</p> <p>match writing to a picture</p> <p>share writing and generating ideas</p> <p>use a writing checklist to prepare writing for publication</p> <p>use writing tools</p>	<p>Students will learn how to do their best work now and share it later. You can be an editor and edit your own writing to make sure it's easy for readers to read. You can use our new editing checklist or make sure you used capital letters at the beginning of each sentence and lowercase letters for the rest of the letters in words, and that you spelled word wall words correctly. (9.2.4.A.3)</p>	<p><i>Cat and Mouse</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))</p> <p><i>It's Super Mouse!</i> by Phyllis Root (part of Mouse Has Fun: Brand New Readers (Candlewick))</p> <p><i>Can You See the Eggs?</i> by Jenny Giles (Rigby)</p>	<ul style="list-style-type: none"> <li>– Writers Workshop / Conferencing</li> <li>– Pre-test, test, and daily work</li> <li>– Portfolio review</li> <li>– District benchmark or interim assessments</li> <li>– Published writing piece</li> </ul>



<p>descriptions as desired to provide additional detail.</p> <p><b>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</b></p> <p><b>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.K.1. A. Print many upper- and lowercase letters.</b></p> <p><b>L.K.1. B. Use frequently occurring nouns and verbs.</b></p> <p><b>L.K.1. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</b></p> <p><b>L.K.1. D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</b></p> <p><b>L.K.1. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b></p> <p><b>L.K.1. F. Produce and expand complete sentences in shared language activities.</b></p>	<p>retell an experience orally</p> <p>contribute to shared writing experiences</p> <p>use drawing, dictating and/or writing to narrate an event</p> <p>revise writing</p> <p>use capitalization, punctuation, and spelling when writing</p> <p>Publish their writing</p>	<ul style="list-style-type: none"> <li>Teacher will conference with 3-4 students</li> <li>2-4 students will share their writing <b>(CRP4)</b></li> </ul> <p><b>Lesson 19</b></p> <p>Students will celebrate their writing by reading their published work. Students will read into the circle. All students will share their writing and celebrate their success. (9.2.4.A.2) (6.1.4.D.13, 6.1.4.A.1, 6.1.4.D.19)</p> <ul style="list-style-type: none"> <li>students will share their writing <b>(CRP4)</b></li> </ul>	<p>“We Will Go” in <i>Playing With Poems</i> by Zoë Ryder White (Heinemann)</p> <p><i>Ethan’s Cat</i> by Joanna Hurwitz (part of <i>Ethan Out and About: Brand New Readers</i> (Candlewick))</p> <p><i>Wake Up, Dad!</i> by Beverley Randell (Rigby)</p> <p><b>Unit 3 Read-a-Louds and Shared Reading Books:</b></p> <p><i>Pete the Cat and His Four Groovy Buttons</i> by Eric Litwin (HarperCollins)</p> <p><i>It Looked Like Spilt Milk</i> by Charles Shaw (HarperCollins)</p> <p><i>We’re Going on a Bear Hunt</i> by Michael Rosen (Simon &amp; Schuster)</p> <p><i>Oh, the Places You’ll Go!</i> by Dr. Seuss (Random House)</p> <p><i>My Bug Box</i> by Pat Blanchard and Joanne Suhr (Richard C. Owen Publishers)</p> <p><i>Dragonflies</i> by Margaret Hall (Capstone Press)</p>	<ul style="list-style-type: none"> <li>Scores that are used for accountability for schools (AYP) and students (report card grades)</li> <li>Rubrics</li> <li>Portfolios</li> </ul>
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**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 being read to, and responding to texts.**

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**Unit 3 Suggested Texts and Resources:**

*A is for Angry* by Sandra Boynton (Workman Publishing Company)

*Yay, You! Moving Out, Moving Up, Moving On* by Sandra Boynton (Simon & Schuster)

*Fishy Tales* by DK Readers (DK Publishing)

*I Knew You Could! A Book for All the Stops in Your Life* by Craig Dorfman (Grosset & Dunlap)

*Eating the Alphabet* by Lois Ehlert (Houghton Mifflin Harcourt)

*Koala Lou* by Mem Fox (Houghton Mifflin Harcourt)

*The Snowy Day* by Ezra Jack Keats (Puffin Books)

*Whistle for Willie* by Ezra Jack Keats (Penguin Books)

*Miss Spider's ABCs* by David Kirk (Scholastic)

*National Geographic Readers: Trucks!* By Wil

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<p><b>RF.K.1. Demonstrate understanding of the organization and basic features of print.</b></p> <p><b>RF.K.1. A. Follow words from left to right, top to bottom, and page by page.</b></p> <p><b>RF.K.1. B. Recognize that spoken words are represented in written language by specific sequences of letters.</b></p>	<p>Mara (National Geographic Press)</p> <p><i>Curious You: On Your Way!</i> by H. A. Rey (Houghton Mifflin Harcourt)</p> <p><i>Dr. Seuss's ABCs</i> by Dr. Seuss (Random House)</p> <p><b>Exemplars</b> Student writing exemplar: “Sam’s Story”</p> <p>Student writing exemplar: “Hide and Seek” by Lila</p> <p><b>Companion Text:</b> “Get to Know Mo” <a href="https://www.timeforkids.com/k1/get-to-know-mo/">https://www.timeforkids.com/k1/get-to-know-mo/</a></p> <p><i>Scholastic Magazine</i> <i>Institute for Multi-Sensory Education</i>, Orton-Gillingham, 2014</p>			
	<p><b>Topics</b></p> <p>Phonics Phonemic Awareness Language – Orton-Gillingham</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>– The Four C’s</li> <li>– Information Literacy</li> <li>– Media Literacy</li> <li>– Social &amp; Cross-Cultural Interaction</li> </ul>	<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>Five-Part Weekly Program:</p> <ol style="list-style-type: none"> <li>1. Three-Part Drill</li> <li>2. Teaching a New Concept</li> <li>3. Decoding and Learning Centers</li> <li>4. Red Words</li> <li>5. Comprehension</li> </ol> <p>Chart Paper and visual schedule</p>	<p>Instructors will implement three levels of assessments to evaluate students:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Naming and recognizing letters</li> <li>• The formation of letters</li> <li>• Phoneme/grapheme relationships</li> <li>• Decoding cvc words</li> <li>• Memorization techniques</li> <li>• Fluency of reading and writing letters</li> </ul>

<b>RF.K.1.C. Understand that words are separated by spaces in print.</b>		<ul style="list-style-type: none"> <li>• Auditory sound discriminations</li> <li>• Vocabulary building</li> </ul>
<b>RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.</b>	<p style="text-align: center;"><b>Objectives</b></p> <p>Students Will:</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>	
<b>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>		
<b>RF.K.2.A. Recognize and produce rhyming words.</b>		
<b>RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</b>		
<b>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</b>		
<b>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/.)</b>		
<b>RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</b>		

**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**

**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/](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	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Word walls</li> <li>• Give directions/instructions verbally and in simple written format.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>• Work with a partner</li> <li>• Give directions/instructions verbally and in simple written format.</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>

		lesson. <ul style="list-style-type: none"> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> </ul>	
<b>Integration of 21<sup>st</sup> Century Standards NJSL 9:</b> 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.			
<b>Interdisciplinary Connections:</b> <b>Social Studies:</b>  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.			
<b>Integration of Technology Standards NJSL 8:</b> 8.1.2.A.1: Identify the basic features of a digital device and explain its purpose. 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).			
<b>Career Ready Practices:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP12. Work productively in teams while using cultural global competence.			
<b>Key Vocabulary:</b> Compose, information, goals, diagram, comparison, informative, information, explanatory, how-to			