

English Language Arts

Grade K



Curriculum

Lower Township Elementary Schools

2015

Content Area:	ELA Reading	Grade(s)	K
Unit Plan Title:	Unit 1: Friendly Faces		
Anchor Standard (ELA)			
<p>Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write informative/explanatory texts to examine a topic and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English understanding of presentations.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Overview/Rationale

In this unit, students will engage with traditional rhymes and chants from various cultures. Students will begin to distinguish between letters and numbers and recognize environmental print. This unit will build the foundation for letter-sound correspondences by developing phonological and phonemic awareness. As the unit progresses, students will identify the main idea, sequence of events, story structure, and text and graphic features of texts.

Standard(s)

Conventions of Standard English:

CCSS.ELA-LITERACY.L.K.1

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

CCSS.ELA-LITERACY.L.K.1.A

Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.K.1.B

Use frequently occurring nouns and verbs.

CCSS.ELA-LITERACY.L.K.1.C

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

CCSS.ELA-LITERACY.L.K.1.D

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA-LITERACY.L.K.1.E

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

CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences in shared language activities.

CCSS.ELA-LITERACY.L.K.2

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

CCSS.ELA-LITERACY.L.K.2.A

Capitalize the first word in a sentence and the pronoun *I*

CCSS.ELA-LITERACY.L.K.2.B

Recognize and name end punctuation.

CCSS.ELA-LITERACY.L.K.2.C

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

CCSS.ELA-LITERACY.L.K.2.D

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language:

CCSS.ELA-LITERACY.L.K.3

(L.K.3 begins in grade 2)

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.K.4

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

CCSS.ELA-LITERACY.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*).

CCSS.ELA-LITERACY.L.K.4.B

Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

CCSS.ELA-LITERACY.L.K.5

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

CCSS.ELA-LITERACY.L.K.5.A

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

CCSS.ELA-LITERACY.L.K.5.B

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

CCSS.ELA-LITERACY.L.K.5.C

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.K.6

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

Technology Standards:

- 8.1.2.4.2: Create a document using a word processing application
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games and museums)

In this unit plan the following 21st Century Career Ready Practices are addressed:	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X

Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Essential Question(s)

- What are the letters in your name?
- How do words give meaning to objects?
- How can I find the most important ideas in a selection?
- What clues tell me how a character feels?
- How do the parts of a story work together?
- How can photographs help me better understand a selection?
- Why is the order in which things happen in a story important?
- Why is it important to share what you think about a story?
- How can we use letters to make a word?

Enduring Understandings

- We see all kinds of people each day

Unit Skills

Phonemic Awareness

- *Rhyming Words
- *Single Sounds
- *Beginning Sounds
- *Words in Oral Sentences

Letters/Sounds

- *Letter Names Kk-Zz
- *Letter/Sound m, s

Words to Know

- *I, like, the, and

Vocabulary/Strategies

- *Oral Vocabulary
- Classify/Categorize,
- Rhyme, Synonyms,
- Environmental Print

Comprehension

- *Main Ideas
- Summarize
- *Understanding

Characters

-Infer/Predict

*Story Structure

-Monitor/Clarify

*Text and Graphic

Features

-Analyze/Evaluate

*Sequence of Events

-Question

*Listening/Read Aloud

Fluency

*Read with Expression

*Pause for Punctuation

*Reading Rate

Research/Media

*Ask Questions

-Share Ideas

*Identify Media Forms

Grammar(*) to Writing (-)

* Nouns for People

-Labels (Names)

* Names for Places

-Labels

* Nouns for Animals

and Things

-Captions

* Action Verbs in

Present Tense

-Class Story (Telling

Details)

Expanded Writing within

the Unit

*Focus Trait: Ideas

-skill: using words to give
meaning to objects

-skill: using ideas to form an
opinion or preference about
a topic or story

*Handwriting:

-Letter formation

-Letters make words

-Words make sentences

Unit Learning Targets

TSW identify rhyming words.

TSW recognize letters.

TSW identify the letters and produce sounds for m, s.

TSW recognize/use Unit High Frequency Words.

TSW sort words.

TSW use words in oral sentences.

TSW identify characters, structure, sequence, and main events in a story.

TSW begin to read with correct expression, punctuation, and rate.

TSW ask questions and share ideas.

TSW label people, places, animals and things.

TSW begin to use action verbs.

Assessments

Summative

- Lesson Tests
- Benchmark and Unit Tests
- Diagnostic Assessments
- Early Literacy Survey

Formative

- Fountas & Pinnell Running Records
- Observation
- Questioning
- Classwork

Teaching and Learning Actions

Instructional Strategies/Differentiation

Instructional Strategies

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Peer Tutoring
- Active Participation
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling
- Conferencing
- Centers
- Goal Setting
- Make Predictions
- Writing Explanations
- Multistep
- Graphic Organizers

Activities: 70 minutes to include small group reading, whole group reading and writing

- Skill Based Groups
- Guided Reading Groups
- Tape Assisted reading
- Repeated Reading
- Think Aloud
- Mini-lessons
- Close Reading
- Shared Writing
- Interactive Writing

	<ul style="list-style-type: none">- Independent Writing- Conferencing- Graphic Organizers
Resources	
Text: Journeys Lessons 1-5 Leveled Readers Assessment Books Blackline Masters Vocabulary Cards Workstations LCD Projector Internet Resources www.k6.thinkcentral.com www.readwritethink.org Mentor Texts	
Suggested Time Frame:	30 days

Content Area:	ELA Reading	Grade(s)	K
Unit Plan Title:	Unit 2: Show and Tell		
Anchor Standard (ELA)			
<p>Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write informative/explanatory texts to examine a topic and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English understanding of presentations.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Overview/Rationale

In this unit students will identify sequence of events, and the main idea of texts. Students will also practice the skills of understanding characters, identifying text and graphic features and analyzing story structure. They will infer/predict, analyze, evaluate, clarify, monitor, question and summarize details. Students will also distinguish between different types of nouns and adjectives.

Standard(s)

Conventions of Standard English:

CCSS.ELA-LITERACY.L.K.1

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

CCSS.ELA-LITERACY.L.K.1.A

Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.K.1.B

Use frequently occurring nouns and verbs.

CCSS.ELA-LITERACY.L.K.1.C

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

CCSS.ELA-LITERACY.L.K.1.D

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA-LITERACY.L.K.1.E

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

CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences in shared language activities.

CCSS.ELA-LITERACY.L.K.2

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

CCSS.ELA-LITERACY.L.K.2.A

Capitalize the first word in a sentence and the pronoun *I*

CCSS.ELA-LITERACY.L.K.2.B

Recognize and name end punctuation.

CCSS.ELA-LITERACY.L.K.2.C

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

CCSS.ELA-LITERACY.L.K.2.D

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language:

CCSS.ELA-LITERACY.L.K.3

(L.K.3 begins in grade 2)

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.K.4

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

CCSS.ELA-LITERACY.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*).

CCSS.ELA-LITERACY.L.K.4.B

Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

CCSS.ELA-LITERACY.L.K.5

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

CCSS.ELA-LITERACY.L.K.5.A

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

CCSS.ELA-LITERACY.L.K.5.B

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

CCSS.ELA-LITERACY.L.K.5.C

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.K.6

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

Technology Standards:

- 8.1.2.4.2: Create a document using a word processing application
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games and museums)

In this unit plan the following 21st Century Career Ready Practices are addressed:	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X

Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Essential Question(s)

- How are the five senses the same and different?
- How can I learn about the characters in a story?
- How can details help me understand a selection?
- What can I learn from the pictures in a selection?
- How do the parts of a story work together?
- How does a special choice of words make a selection better?
- Why do we use end punctuation in a sentence?

Enduring Understandings

- Books help us learn new things

Unit Skills

Phonemic Awareness

*Blend Onset and Rime

*Segment Onset and Rime

*Blend Phonemes

Letters/Sounds

*Letter/Sound short a, t, /k/c, p, review m,s

Words to Know

*see, we, a, to

Vocabulary/Strategies

*Oral Vocabulary
Context Clues, Rhyme,
Classify and Categorize:
Sensory Words, Action
Words, Shape Words,

Comprehension

*Compare and Contrast

-Monitor/Clarify

*Understanding

Characters

-Analyze/Evaluate

*Details

-Visualize

*Text and Graphic

Features

-Question

*Story Structure

-Summarize

Fluency

*Pause for Punctuation

*Read with Expression

*Reading Rate

Research/Media

*Identify Sources

-Share Ideas and

Information

*Ask Questions

-Share Ideas and

Information

*Gather and Record

Information

-Share Information

and Ideas

Grammar(*) to Writing

* Sensory Words

-Sentences: Using

Descriptive Words

* Adjectives for Colors

-Captions: Using

Descriptive Words in

Sentences

*Adjectives for

Numbers

-Description: Using

Descriptive Words

* Adjectives for Size

and Shape

-Description: Using

Descriptive Words

Expanded Writing within

the Unit

*Focus Trait: Word Choice

-Skill: choosing words to

clarify and expand ideas.

*Handwriting:

-Letter formation

-Letters make words

-Words make sentences

-Capital letter in a sentence

-End punctuation

Student Learning Targets

TSW begin to blend onset and rime.

TSW begin to segment onset and rime.

TSW recognize letters.
 TSW identify the letters and produce sounds for short a, t, /k/c, p.
 TSW recognize/use Unit High Frequency Words.
 TSW classify and categorize words.
 TSW orally use words in a complete sentence.
 TSW identify characters, structure, sequence, and main events in a story.
 TSW visualize details in a story.
 TSW begin to read with correct expression, punctuation, and rate.
 TSW ask questions and share ideas.
 TSW gather, record, and share information.
 TSW begin to write sentences using descriptive words.
 TSW begin to use adjectives.
 TSW use choice words to clarify and expand ideas.
 TSW begin to form letters correctly.
 TSW recognize the capital letter at the beginning of a sentence.
 TSW begin to recognize the end punctuation in a sentence.

Assessments

Summative

- **Lesson Tests**
- **Benchmark and Unit Tests**
- **Diagnostic Assessments**
- **Early Literacy Survey**

Formative

- **Fountas & Pinnell Running Records**
- **Observation**
- **Questioning**
- **Classwork**

Teaching and Learning Actions

<i>Instructional Strategies/Differentiation</i>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Peer Tutoring - Active Participation - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Conferencing - Centers - Goal Setting - Make Predictions - Writing Explanations
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	<ul style="list-style-type: none"> - Multistep - Graphic Organizers
<p><i>Activities: 70 minutes to include small group reading, whole group reading and writing</i></p>	<ul style="list-style-type: none"> - Skill Based Groups - Guided Reading Groups - Tape Assisted reading - Repeated Reading - Think Aloud - Mini-lessons - Close Reading - Shared Writing - Interactive Writing - Independent Writing - Conferencing - Graphic Organizers
Resources	
<p>Text: Journeys Lessons 1-5 Leveled Readers Assessment Books Blackline Masters Vocabulary Cards Workstations LCD Projector Internet Resources www.k6.thinkcentral.com www.readwritethink.org Mentor Texts</p>	
Suggested Time Frame:	30 days

Content Area:	ELA Reading	Grade(s)	K
Unit Plan Title:	Unit 3: Outside My Door		
Anchor Standard (ELA)			
<p>Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write informative/explanatory texts to examine a topic and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English understanding of presentations.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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Standard(s)

Conventions of Standard English:

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CCSS.ELA-LITERACY.L.K.1.B

Use frequently occurring nouns and verbs.

CCSS.ELA-LITERACY.L.K.1.C

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

CCSS.ELA-LITERACY.L.K.1.D

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA-LITERACY.L.K.1.E

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

CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences in shared language activities.

CCSS.ELA-LITERACY.L.K.2

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

CCSS.ELA-LITERACY.L.K.2.A

Capitalize the first word in a sentence and the pronoun *I*

CCSS.ELA-LITERACY.L.K.2.B

Recognize and name end punctuation.

CCSS.ELA-LITERACY.L.K.2.C

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

CCSS.ELA-LITERACY.L.K.2.D

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language:

CCSS.ELA-LITERACY.L.K.3

(L.K.3 begins in grade 2)

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.K.4

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

CCSS.ELA-LITERACY.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*).

CCSS.ELA-LITERACY.L.K.4.B

Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

CCSS.ELA-LITERACY.L.K.5

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

CCSS.ELA-LITERACY.L.K.5.A

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

CCSS.ELA-LITERACY.L.K.5.B

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

CCSS.ELA-LITERACY.L.K.5.C

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.K.6

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

Technology Standards:

- 8.1.2.4.2: Create a document using a word processing application
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games and museums)

In this unit plan the following 21st Century Career Ready Practices are addressed:	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X

Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Essential Question(s)

- How are the months of the year different?
- What clues help me figure out things the author does not tell me?
- Why do authors write informational texts?
- What causes events in a story to happen?
- Why is it important to know what happens first, next, and last in a selection?
- Why is it important to have a true opening and ending in a story?
- How can pictures show the beginning, the sequence in a story?
- What do spaces in a sentence help us to do?

Enduring Understandings

- There is so much to see outside

Unit Skills

Phonemic Awareness

*Blend Phonemes

*Final Sounds

*Middle Sound

Letters/Sounds

*Letter/Sound review short a,

n, f, b

*Blending Words

Words to Know

*come, me, with my, you,

what, are, now

Vocabulary/Strategies

*Oral Vocabulary

Figurative Language: Simile,

Classify and Categorize:

Sensory Words, Color

Words, Number Words

Comprehension

*Compare and Contrast

-Question

*Conclusions

-Monitor/Clarify

*Author's Purpose

-Visualize

*Cause and Effect

-Infer/Predict

*Sequence of Events

-Analyze/Evaluate

Fluency

*Pause for Punctuation

*Read with Expression

-Reading Rate

Research/Media

*Record and Publish

Research

-Share Information

*Identify Media Forms and

Techniques

-Share Ideas

*Ask Questions

-Share Information

and Ideas

*Identify Sources

-Share Ideas

*Gather and Record

Information

-Share Information and

Ideas

Grammar(*) to Writing (-)

* Sentence Parts: Subject,

Verb

-Sentences: Exact Nouns,

Exact Verbs

* Complete Sentences:

Capitalization and

Punctuation

-Sentences: Details

*Verbs in Past Tense

-Story Sequence

(Beginning, Middle, End)

*Statements (Capitalization

and Punctuation)

-Story Sequence

(Beginning, Middle, End)

Student Learning Targets

TSW begin to blend onset and rime.

TSW begin to segment onset and rime.

TSW recognize letters.

TSW identify the letters and produce sounds for short a, t, /k/c, p.

TSW recognize/use Unit High Frequency Words.

TSW classify and categorize words.

TSW orally use words in a complete sentence.

TSW identify characters, structure, sequence, and main events in a story.

TSW visualize details in a story.

TSW begin to read with correct expression, punctuation, and rate.

TSW ask questions and share ideas.
 TSW gather, record, and share information.
 TSW begin to write sentences using descriptive words.
 TSW begin to use adjectives.
 TSW use choice words to clarify and expand ideas.
 TSW begin to form letters correctly.
 TSW recognize the capital letter at the beginning of a sentence.
 TSW begin to recognize the end punctuation in a sentence.

Assessments

Summative

- **Lesson Tests**
- **Benchmark and Unit Tests**
- **Diagnostic Assessments**
- **Early Literacy Survey**

Formative

- **Fountas & Pinnell Running Records**
- **Observation**
- **Questioning**
- **Classwork**

Teaching and Learning Actions

<p><i>Instructional Strategies/Differentiation</i></p>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Peer Tutoring - Active Participation - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Conferencing - Centers - Goal Setting - Make Predictions - Writing Explanations - Multistep - Graphic Organizers
<p><i>Activities: 70 minutes to include small group reading, whole group reading and writing</i></p>	<ul style="list-style-type: none"> - Skill Based Groups - Guided Reading Groups - Tape Assisted reading - Repeated Reading

	<ul style="list-style-type: none">- Think Aloud- Mini-lessons- Close Reading- Shared Writing- Interactive Writing- Independent Writing- Conferencing- Graphic Organizers
Resources	
Text: Journeys Lessons 1-5 Leveled Readers Assessment Books Blackline Masters Vocabulary Cards Workstations LCD Projector Internet Resources www.k6.thinkcentral.com www.readwritethink.org Units of Study/Lucy Calkins Mentor Texts	
Suggested Time Frame:	30 days

Content Area:	ELA Reading	Grade(s)	K
Unit Plan Title:	Unit 4: Let's Find Out		
Anchor Standard (ELA)			
<p>Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write informative/explanatory texts to examine a topic and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English understanding of presentations.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Overview/Rationale

In this unit students will identify sequence of events, and the main idea of texts. Students will also practice the skills of understanding characters, identifying text and graphic features and analyzing story structure. They will infer/predict, analyze, evaluate, clarify, monitor, question and summarize details. Students will also distinguish between different types of nouns and adjectives.

Standard(s)

Conventions of Standard English:

CCSS.ELA-LITERACY.L.K.1

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

CCSS.ELA-LITERACY.L.K.1.A

Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.K.1.B

Use frequently occurring nouns and verbs.

CCSS.ELA-LITERACY.L.K.1.C

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

CCSS.ELA-LITERACY.L.K.1.D

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA-LITERACY.L.K.1.E

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

CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences in shared language activities.

CCSS.ELA-LITERACY.L.K.2

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

CCSS.ELA-LITERACY.L.K.2.A

Capitalize the first word in a sentence and the pronoun *I*

CCSS.ELA-LITERACY.L.K.2.B

Recognize and name end punctuation.

CCSS.ELA-LITERACY.L.K.2.C

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

CCSS.ELA-LITERACY.L.K.2.D

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language:

CCSS.ELA-LITERACY.L.K.3

(L.K.3 begins in grade 2)

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.K.4

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

CCSS.ELA-LITERACY.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*).

CCSS.ELA-LITERACY.L.K.4.B

Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

CCSS.ELA-LITERACY.L.K.5

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

CCSS.ELA-LITERACY.L.K.5.A

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

CCSS.ELA-LITERACY.L.K.5.B

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

CCSS.ELA-LITERACY.L.K.5.C

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.K.6

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

Technology Standards:

- 8.1.2.4.2: Create a document using a word processing application
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games and museums)

<p>In this unit plan the following 21st Century Career Ready Practices are addressed:</p>	
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Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Essential Question(s)

- Why are details helpful?
- What clues help me figure out things the author does not tell me?
- How does knowing why the author wrote a selection help me?
- What causes events in a story to happen?
- Why is it important to know when things happen in a story?
- Why do we need a name part and a telling part in a sentence?
- How are sentences and messages different?

Enduring Understandings

- It is fun to explore

Unit Skills

Phonemic Awareness

- *Blend Phonemes
- *Segment Phonemes
- *Middle Sound

Letters/Sounds

- *Letter/Sound review short i, g, r, d

*Blending Words

Words to Know

- *is, how, find, this, will, be, go, for

Vocabulary/Strategies

- *Oral Vocabulary

-Classify and Categorize:

Science Words, Multiple-Meaning Words, Rhyme, Antonyms, Synonyms

Comprehension

***Details**

-Summarize

***Conclusions**

-Infer/Predict

***Author's Purpose**

-Analyze/Evaluate

***Cause and Effect**

-Question

***Sequence of Events**

-Visualize

Fluency

*Pause for Punctuation

*Read with Expression

*Reading Rate

Research/Media

*Identify Media Forms

-Share Ideas

*Identify Sources

-Share Information and
Ideas

*Record and Publish

Research

-Share Information

*Ask Questions

-Share Ideas

*Identify Media Forms and
Techniques

-Share Information and
Ideas

Grammar(*) to Writing (-)

*Proper Nouns: People and
pets, places

-Sentences: Parts of a
Message

*Verbs: Past, Present, Future

-Organization, Word Choice

**Expanded Writing within
the Unit**

*Focus Trait: Sentence

Fluency

-Skill: writes clear sentences
that make sense

-Skill: writes a sentence with
a naming part and a telling
part

*Handwriting:

-Letter formation

-Words and spaces make
sentences

-Capital letter in a sentence
and end punctuation

-recognizes the difference
between sentences and the
parts in a message

**Expanded Writing within
the Unit**

*Focus Trait: Organization

-Skill: selects and uses appropriate openings and endings

-Skill: narrate events and tell about them in order

*Handwriting:

-Letter formation

-Letters make words

-Words make sentences

-Capital letter in a sentence

-End punctuation

-Names begin with a capital

Letter

-Spaces between words

Student Learning Targets

TSW will blend and segment phonemes.

TSW identify medial sounds in a series of words.

TSW recognize letters.

TSW identify the letters and produce sounds for short i, g, r, d.

TSW recognize/use Unit High Frequency Words.

TSW classify and categorize words.

TSW use science words in oral sentences.

TSW read with correct expression, punctuation, and rate.

TSW make predictions in a story.

TSW question the cause and effect in a story.

TSW identify media forms and techniques.

TSW write sentences using details.

TSW begin to write sentences using proper nouns.

TSW begin to write sentences that make sense.

TSW begin to identify how to write a message.

Assessments

Summative

- Lesson Tests
- Benchmark and Unit Tests
- Diagnostic Assessments
- Early Literacy Survey

Formative

- Fountas & Pinnell Running Records
- Observation
- Questioning
- Classwork

Teaching and Learning Actions

Instructional Strategies/Differentiation

Instructional Strategies

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review

	<ul style="list-style-type: none"> - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Peer Tutoring - Active Participation - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Conferencing - Centers - Goal Setting - Make Predictions - Writing Explanations - Multistep - Graphic Organizers
<p><i>Activities: 70 minutes to include small group reading, whole group reading and writing</i></p>	<ul style="list-style-type: none"> - Skill Based Groups - Guided Reading Groups - Tape Assisted reading - Repeated Reading - Think Aloud - Mini-lessons - Close Reading - Shared Writing - Interactive Writing - Independent Writing - Conferencing - Graphic Organizers
<p>Resources</p>	
<p>Text: Journeys Lessons 1-5 Leveled Readers Assessment Books Blackline Masters Vocabulary Cards Workstations LCD Projector Internet Resources www.k6.thinkcentral.com www.readwritethink.org Mentor Texts</p>	
<p>Suggested Time Frame:</p>	<p>30 days</p>

Content Area:	ELA Reading	Grade(s)	K
Unit Plan Title:	Unit 5: Growing and Changing		
Anchor Standard (ELA)			
<p>Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write informative/explanatory texts to examine a topic and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English understanding of presentations.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Overview/Rationale

In this unit students will identify sequence of events, and the main idea of texts. Students will also practice the skills of understanding characters, identifying text and graphic features and analyzing story structure. They will infer/predict, analyze, evaluate, clarify, monitor, question and summarize details. Students will also distinguish between different types of nouns and adjectives.

Standard(s)

Conventions of Standard English:

CCSS.ELA-LITERACY.L.K.1

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

CCSS.ELA-LITERACY.L.K.1.A

Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.K.1.B

Use frequently occurring nouns and verbs.

CCSS.ELA-LITERACY.L.K.1.C

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

CCSS.ELA-LITERACY.L.K.1.D

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA-LITERACY.L.K.1.E

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

CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences in shared language activities.

CCSS.ELA-LITERACY.L.K.2

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

CCSS.ELA-LITERACY.L.K.2.A

Capitalize the first word in a sentence and the pronoun *I*

CCSS.ELA-LITERACY.L.K.2.B

Recognize and name end punctuation.

CCSS.ELA-LITERACY.L.K.2.C

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

CCSS.ELA-LITERACY.L.K.2.D

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language:

CCSS.ELA-LITERACY.L.K.3

(L.K.3 begins in grade 2)

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.K.4

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

CCSS.ELA-LITERACY.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*).

CCSS.ELA-LITERACY.L.K.4.B

Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

CCSS.ELA-LITERACY.L.K.5

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

CCSS.ELA-LITERACY.L.K.5.A

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

CCSS.ELA-LITERACY.L.K.5.B

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

CCSS.ELA-LITERACY.L.K.5.C

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.K.6

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

Technology Standards:

- 8.1.2.4.2: Create a document using a word processing application
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games and museums)

In this unit plan the following 21st Century Career Ready Practices are addressed:	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X

Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Essential Question(s)

- How do characters change in a story?
- How do the parts of a story work together?
- Why is the order of events in a selection important?
- What clues help me figure out things the author does not tell me?
- How do words and pictures help tell a story?
- What are some ways we use invitations?
- What does a report tell us about something?

Enduring Understandings

- Change is all around the world

Unit Skills

Phonemic Awareness

- *Blend Phonemes
- *Segment Phonemes
- *Substitute Phonemes

Letters/Sounds

- *Letter/Sound review short o, x, j, short e, h, k, review
- *Blending Words

Words to Know

- *make, play, said, good, she, all, he, no

Vocabulary/Strategies

- *Oral Vocabulary
- Multiple-Meaning Words, Antonyms, Context Clues, Classify and Categorize
- Describing words and Seasons

Comprehension

- *Understanding Characters
- Infer/Predict

*Story Structure

-Analyze/Evaluate

*Sequence of Events

-Visualize

*Conclusions

-Monitor/Clarify

*Text and Graphic Features

-Summarize

Fluency

*Pause for Punctuation

*Read with Expression

*Reading Rate

Research/Media

*Identify Media Forms and

Techniques

-Share Ideas and

Information

*Identify Sources

-Share Information and

Ideas

*Record and Publish

Research

-Share Information

*Ask Questions

-Share Ideas

*Identify Sources

-Share Information and

Ideas

Grammar(*) to Writing (-)

*Pronouns: he, she, we, they
it, I

-List the Structure of

Numbered

Lists

*Proper Nouns for Days and

Months

-Invitations

*Questions and Exclamations

(Capitalization and

Punctuation)

-Report: Dictate Facts

**Expanded Writing within
the Unit**

*Focus Trait: Conventions

-Skill: continue to develop
appropriate use of spelling,
punctuation, grammar, and
capitalization

-Skill: begin to compose
informative/explanatory
text, name it, and supply
some information about it.

*Handwriting:

-Letter formation

-Words and spaces make
sentences

-Capital letter in a sentence
and end punctuation
-continues to develop
message writing/invitations

Student Learning Targets

TSW blend and segment phonemes.
TSW begin to substitute phonemes in a series of words.
TSW recognize letters.
TSW identify the letters and produce sounds for short o, x, j, short e, h, k.
TSW recognize/use Unit High Frequency Words.
TSW classify and categorize words.
TSW use describing words and season words in oral sentences.
TSW begin to read with correct expression, punctuation, and rate.
TSW begin to summarize text and graphic features
TSW identify media forms and techniques.
TSW make inferences and predictions about characters in a story.
TSW identify sources and share information and ideas.
TSW begin to write sentences using proper nouns for days and months.
TSW begin to write sentences using proper pronouns: he, she, we, they, it, I.
TSW form letters correctly.
TSW write an invitation.
TSW begin the process of writing a report.
TSW begin to identify how to write a message.

Assessments

Summative

- Lesson Tests
- Benchmark and Unit Tests
- Diagnostic Assessments
- Early Literacy Survey

Formative

- Fountas & Pinnell Running Records
- Observation
- Questioning
- Classwork

Teaching and Learning Actions

*Instructional
Strategies/Differentiation*

Instructional Strategies

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Peer Tutoring
- Active Participation
- Warm-Up Activities

	<ul style="list-style-type: none"> - Meaningful Real Life Connections - Modeling - Conferencing - Centers - Goal Setting - Make Predictions - Writing Explanations - Multistep - Graphic Organizers
<p><i>Activities: 70 minutes to include small group reading, whole group reading and writing</i></p>	<ul style="list-style-type: none"> - Skill Based Groups - Guided Reading Groups - Tape Assisted reading - Repeated Reading - Think Aloud - Mini-lessons - Close Reading - Shared Writing - Interactive Writing - Independent Writing - Conferencing - Graphic Organizers
<p>Resources</p>	
<p>Text: Journeys Lessons 1-5 Leveled Readers Assessment Books Blackline Masters Vocabulary Cards Workstations LCD Projector Internet Resources www.k6.thinkcentral.com www.readwritethink.org Mentor Texts</p>	
<p>Suggested Time Frame:</p>	<p>30 days</p>

Content Area:	ELA Reading	Grade(s)	K
Unit Plan Title:	Unit 6: Look at Us		
Anchor Standard (ELA)			
<p>Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Write informative/explanatory texts to examine a topic and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English understanding of presentations.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Overview/Rationale

In this unit students will identify sequence of events, and the main idea of texts. Students will also practice the skills of understanding characters, identifying text and graphic features and analyzing story structure. They will infer/predict, analyze, evaluate, clarify, monitor, question and summarize details. Students will also distinguish between different types of nouns and adjectives.

Standard(s)

Conventions of Standard English:

CCSS.ELA-LITERACY.L.K.1

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

CCSS.ELA-LITERACY.L.K.1.A

Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.K.1.B

Use frequently occurring nouns and verbs.

CCSS.ELA-LITERACY.L.K.1.C

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

CCSS.ELA-LITERACY.L.K.1.D

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA-LITERACY.L.K.1.E

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

CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences in shared language activities.

CCSS.ELA-LITERACY.L.K.2

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

CCSS.ELA-LITERACY.L.K.2.A

Capitalize the first word in a sentence and the pronoun *I*

CCSS.ELA-LITERACY.L.K.2.B

Recognize and name end punctuation.

CCSS.ELA-LITERACY.L.K.2.C

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

CCSS.ELA-LITERACY.L.K.2.D

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language:

CCSS.ELA-LITERACY.L.K.3

(L.K.3 begins in grade 2)

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.K.4

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

CCSS.ELA-LITERACY.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*).

CCSS.ELA-LITERACY.L.K.4.B

Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

CCSS.ELA-LITERACY.L.K.5

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

CCSS.ELA-LITERACY.L.K.5.A

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

CCSS.ELA-LITERACY.L.K.5.B

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

CCSS.ELA-LITERACY.L.K.5.C

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.K.6

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

Technology Standards:

- 8.1.2.4.2: Create a document using a word processing application
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games and museums)

In this unit plan the following 21st Century Career Ready Practices are addressed:	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X

Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Essential Question(s)

- What causes events in a story to happen?
- How can I compare and contrast things from a story?
- How do I know what parts of the story are important?
- How can details help me understand a main idea from a selection?
- What clues tell you what a character is thinking and feeling?
- How can you have a different opinion/feeling compared to others and still be right?
- How can you use rhyming words to write a poem?

Enduring Understandings

- We are growing up!

Unit Skills

Phonemic Awareness

- *Substitute Phonemes
- *Track Syllables

Letters/Sounds

- *Letter/Sound review short u,
- l, w, v, z, y, q, review short vowels

- *Blending Words

Words to Know

- *do, down, have, help, look, out, off, take

Vocabulary/Strategies

- *Oral Vocabulary
- Antonyms, Classify and Categorize Places, Context Clues, Figurative Language, Environmental Print

Comprehension

- *Cause and Effect
- Visualize
- *Compare and Contrast
- Monitor/Clarify

*Story Structure

-Infer/Predict

*Main Idea and Details

-Question

*Understanding Characters

-Summarize

Fluency

*Pause for Punctuation

*Read with Expression

*Reading Rate

Research/Media

*Identify Media Forms and
Techniques

-Share Ideas and
Information

*Identify Sources

-Share Information and
Ideas

*Record and Publish
Research

-Share Information

*Ask Questions

-Share Ideas

*Identify Sources

-Share Information and
Ideas

Grammar(*) to Writing (-)

*Singular and Plural Nouns

-Sentence Frames:

Expressing an Opinion

*Subject-Verb Agreement

-Sentence Frames: Giving
Reasons

*Prepositions: for, to, with,
in, on, up, out

-Poems

**Expanded Writing within
the Unit**

*Focus Trait: Voice

-Skill: express personal and
character feelings

-Skill: using ideas to form
an opinion or preference
about a topic or story

*Handwriting:

-proper letter formation

-continuing to use
capitalization, spacing, and
end punctuation correctly.

-elements to writing a poem

Student Learning Targets

TSW track syllables.

TSW substitute phonemes in a series of words.

TSW recognize all letter names and sounds.

TSW identify the letters and produce sounds for short u, l, w, v, z, y, q.

TSW recognize/use Unit High Frequency Words.
 TSW classify and categorize words.
 TSW read with correct expression, punctuation, and rate.
 TSW question main idea and details in a story.
 TSW summarize the role of characters in a story.
 TSW share information in order to record and publish research.
 TSW express opinions/ feelings relating to a story.
 TSW write sentences using prepositions: for, to, with, in, on, up, and out.
 TSW use rhyming words to write a poem.
 TSW form letters

Assessments

Summative

- **Lesson Tests**
- **Benchmark and Unit Tests**
- **Diagnostic Assessments**
- **Early Literacy Survey**

Formative

- **Fountas & Pinnell Running Records**
- **Observation**
- **Questioning**
- **Classwork**

Teaching and Learning Actions

<i>Instructional Strategies/Differentiation</i>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Peer Tutoring - Active Participation - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Conferencing - Centers - Goal Setting - Make Predictions - Writing Explanations - Multistep - Graphic Organizers
<i>Activities: 70 minutes to include small group</i>	<ul style="list-style-type: none"> - Skill Based Groups - Guided Reading Groups

<p><i>reading, whole group reading and writing</i></p>	<ul style="list-style-type: none"> - Tape Assisted reading - Repeated Reading - Think Aloud - Mini-lessons - Close Reading - Shared Writing - Interactive Writing - Independent Writing - Conferencing - Graphic Organizers
<p>Resources</p>	
<p>Text: Journeys Lessons 1-5 Leveled Readers Assessment Books Blackline Masters Vocabulary Cards Workstations LCD Projector Internet Resources www.k6.thinkcentral.com www.readwritethink.org Units of Study: Writing Workshop Personal Narratives Mentor Texts</p>	
<p>Suggested Time Frame:</p>	<p>30 days</p>