

ELA K Unit 1

Grade/Subject	Grade K/ ELA
Unit Title	Unit 1 (Introductory Unit- Concepts about Print)
Task Title	Let's be an Author and Illustrator!
Time/Pacing	5-10 minutes per student

Task Overview

This task is designed to be an individually administered task. Students will pretend to be the teacher. They will be “teaching” about the parts of a book, how to handle a book (turn pages, directionality), and organization of text features. Students will demonstrate their knowledge of print concepts to their teacher by pointing to different parts of the book and text features when prompted. Students will then take on the role of an author and illustrator by “writing and illustrating” page for a class book.

Essential Question(s)

- How do books work?
- How does knowing the different parts of a book make us better readers?

ELA K Unit 2

Grade/ Subject	Kindergarten ELA
Unit Title	Unit 2: Establishing Foundations for Reading
Overview of Unit	The conceptual focus of this unit is phonemic awareness, letter knowledge and the alphabetic principle. Students will demonstrate an understanding of sounds, letters, words, and syllables. They will learn to produce the initial sounds of given words and later segment words into all of their sounds. This learning will prepare students to decode and read words.
Pacing	September- June (broken into marking periods)

Essential Questions

Essential Question:

- How does the understanding of spoken words, syllables, and sounds support a child’s ability to read print?
- Why is knowing the names of uppercase and lowercase letters helpful when teaching the sounds of those letters?

K-U-D

KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills of the discipline, social skills, production skills, processes</i>
<ul style="list-style-type: none"> • Letters (upper and lower case) • Letter sounds • Word (made of letters) • Sentence structure (made of words with spaces between) • Syllables • Sound (phonemes) • Initial sounds • Medial sounds • Final sounds • Sight words • High-frequency words • Directionality • Illustration 	<ul style="list-style-type: none"> • Identify, name, write upper and lower case letters • Identify letter sounds • Write letters to match given sound • Spell phonetically • Count syllables • Locate letters within a word • Locate words within sentence • Blend onset/rime • Segment onset/rime • Segment phonemes • Produce initial sound • Isolate initial sounds • Track text • Use illustrations to determine unknown words • Ask/answer questions about unknown words • Answer questions

	<ul style="list-style-type: none"> • Speak, write, draw to demonstrate understanding of text read • Read sight words (in context and in isolation) • Decode using beginning sounds while reading • Engage in reading activities (shared, guided, independent) •
	<ul style="list-style-type: none"> •

UNDERSTAND
Big ideas, generalizations, principles, concepts, ideas that transfer across situations

- Students will understand that each letter corresponds to one or more sounds.
- Students will understand that sounds can be represented by letters.
- Students will understand that words are made up of a specific sequence of letters/sounds.
- Students will understand that words convey meaning.
- Students will understand that pictures convey meaning.
- Students will understand that some words must be identified by sight because they cannot be decoded.
- Students will understand that when reading they can use the illustration and/or letter/sounds to figure out unknown words.
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Unit Assessment/Performance Task

Assessments for this task will be running records throughout the year to assess performance and progress.

Academic Vocabulary

- Academic Vocabulary**
- Letter
 - Sound
 - Word
 - Sentence
 - Illustration
 - Rhyming

Suggested Formative Assessment Practices/Processes
<ul style="list-style-type: none">• End of month assessments• Running records• Progress monitoring (DIBELS) for Tier II and Tier III students• Progress monitoring (DIBELS) according to smart goals• Guided Reading records (running records, informal anecdotal notes)• Student work samples

ELA K Unit 3

Grade/Subject	Kindergarten
Unit Title	Unit 03: Learning About Literature
Overview of Unit	This unit introduces students to the beginning elements of literary text – characters, setting and major events. It emphasizes that literary text has a specific organization of beginning, middle and end. Children will identify who the characters are, where and when the story takes place and what the major events are in the story. In the end, the students will independently draw and/or write about the characters, setting and events in a story.
Pacing	6-8 weeks

Essential Questions (and Corresponding Big Ideas)

- Why do we read?
- Why is it important to tell stories in order?

Core Standards

Foundational Skills (RF)	Reading Literature (RL)	Reading Information (RI)	Writing (W)	Speaking and Listening (SL)	Language (L)
RF.K.1	RL.K.1	RI.K.1		SL.K.1	L.K.1
	RL.K.2	RI.K.2		SL.K.1a	
	RL.K.3	RI.K.3		SL.K.1b	
	RL.K.5	RI.K.8		SL.K.2	
	RL.K.7	RI.K.10		SL.K.4	
	RL.K.10			SL.K.5	
				SL.K.6	

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

After reading their descriptions, DELETE those that do not apply to this unit of study and indicate the substandard(s) that do apply to the unit.

1. Creativity
2. Communication and Collaboration
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

K-U-D

<p>KNOW <i>Facts, names, dates, places information, vocabulary</i></p>	<p>Students will:</p> <p>Know that characters are whom the story is about (eyes, nose, face). Know that the setting is where and when the story takes place. Know that there are major events in a story. Know that key details in a story include characters, setting and major events. Know that illustrations help you understand the story (support the text). Know visual representations for literary elements (Brady Doll, Retelling icons). Know that print has basic features and books are organized in a specific way (RF.K.1). Know that stories have events that happen in order (sequence).</p>
<p>UNDERSTAND <i>Big ideas, generalizations, principles, ideas that transfer across situations</i></p>	<p>Students will understand that:</p> <p>You read for a purpose. Print/illustrations convey meaning. Literary texts have a beginning, middle and end. Characters are who the story is about. The setting is where and when the story takes place. Events are actions that happen in a story.</p>
<p>DO (start here) <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases). Hint: Use the standards!</i></p>	<p>With prompting and support, describe the relationship between illustrations and text (RL.K.7).</p> <p>With prompting and support, identify characters, settings, and major events in a story (RL.K.3).</p> <p>With prompting and support, ask and answer questions about key details (characters, settings, major events) in a text (RL.K.1).</p> <p>Describe familiar people, places, things and events and, with prompting and support, provide additional detail (SL.K.4).</p> <p>Describe characters, setting and events and, with prompting and support, provide additional detail.</p>

	<p>With prompting and support, retell familiar stories, including key details (RL.K.2).</p> <p>Use a combination of drawing/writing to demonstrate understanding.</p> <p>Add drawings or other visual displays to descriptions to provide additional detail (SL.K.5).</p>
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Unit Assessment/Performance Task

On the first day of this assessment the teacher will read a fairytale or folktale. The students will work independently to fill out a graphic organizer about the characters, setting, problem and solution of a story. On day two, the teacher will reread the story. The students will draw pictures of the major events that happened in the beginning, middle and end of the story on the graphic organizer provided. The teacher will meet with the students individually to script what the students say about their pictures.

- With prompting and support, identify characters, settings, and major events in a story (RL.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.3).

Academic Vocabulary

Include content- and domain-specific vocabulary.

Character
 Setting
 Major Events
 Sequence
 Retell
 Kick-off
 Beginning
 Middle
 End
 Solution/ Resolution
 Problem

ELA K Unit 4

Grade/Subject	Kindergarten/ ELA
Unit Title	Unit 04: Asking Questions and Writing Nonfiction Books
Task Title	I Am An Expert!
Time/Pacing	3-4 days

Task Overview

Write an informational piece with facts about a familiar animal. Be sure to share information that you have gathered and collected in class. Stay on topic by excluding extraneous information.

Produce text that is easily readable. Make sure to leave spaces between words, use a left-to-right and top-to-bottom pattern of writing, represent words phonetically and conventionally, and approximate the correct use of capitalization and punctuation.

Essential Question(s)

- What is nonfiction?
- What are some of the components of nonfiction writing?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
		RI.K.1	W.K.2		
		RI.K.7			
		RI.K.10			

Know

- Topic related vocabulary
- How to use end punctuation such as question mark, period
- How to identify key ideas and details
- How to distinguish between nonfiction and fiction
- How to identify text features such as label, caption, heading, title page, etc.
- Concepts of print
- The alphabetic principle
- Kindergarten writing conventions
- How to navigate the writing process

Do

- Select an appropriate title
- Plan a book using a web
- Write a nonfiction book with facts, not opinions
- Attempt to use a table of contents and page headings
- Include details in writing
- Stay on topic
- Use punctuation such as question mark and periods.
- Uses spaces between words
- Begin each sentence with a capital letter
- Spell unknown words by using letter sound

	knowledge <ul style="list-style-type: none"> • Spell sight words correctly
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Understand
Students will understand that... <ul style="list-style-type: none"> • writers write informational texts for the purpose of sharing information to teach others

Analytic Rubric:

	Performance Level #1	Performance Level #2	Performance Level #3
Plans a book by using a web/organizer	Yes, independently	With support	Not yet
Writes a nonfiction book with facts, not opinions	Includes facts that do not support the main topic	Includes some facts with some opinions	Includes only facts on animal with no opinions
Stays on topic	Writing does not make sense of follow topic	Stays on topic most of the time.	A single topic is clear
Attempts to use a table of contents.	Table of contents does not relate to nonfiction writing or does not write attempt at all	Some of the table of contents headings relate to the corresponding nonfiction pages.	The entire table of contents headings correspond with correct pages
Includes details in writing	No details to support topic	At least one detail to support topic	Includes numerous details to support the topic
Uses writing conventions	<ul style="list-style-type: none"> -Random or no spacing -Sight words spelled incorrectly -Almost no evidence of the use of correct letters to spell phonetically -Does not use any end punctuation marks 	<ul style="list-style-type: none"> -Usually uses appropriate spaces -Most sight words spelled correctly -Uses phonetic sounds to spell some words -Uses some end punctuation marks 	<ul style="list-style-type: none"> -Appropriate spaces -All sight words spelled correctly -Consistently utilizes beginning, middle, and ending sounds in CVC words -Uses end punctuation correctly

ELA K Unit 5

Grade/Subject	Kindergarten
Unit Title	Unit 05: Same or Different? Finding Similarities and Difference Through Reading
Overview of Unit	In this 4-6 week unit, students explore fictional characters in literary texts and poems. This unit focuses on introducing the differences between literary texts and poetry. Students explore the story elements in literary texts and the structure of poetry. They will compare the adventures and experiences of the main characters in similar stories, then in similar poems, and finally of a literary text and poem.
Pacing	4-6 Weeks

Essential Questions (and Corresponding Big Ideas)

- How do we know something is important?
- What do good readers do?
- What happens in my head when I read?

Core Standards

Foundational Skills (RF)	Reading Literature (RL)	Reading Information (RI)	Writing (W)	Speaking and Listening (SL)	Language (L)
RF.K.3	RL.K.3		W.K.2	SL.K.1	L.K.1
	RL.K.9			SL.K.2	L.K.4
				SL.K.3	L.K.5
				SL.K.4	L.K.6
				SL.K.6	

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

(example: NETS.S.1.b)

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression

6. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively

K-U-D

<p>KNOW <i>Facts, names, dates, places information, vocabulary</i></p>	<p>Students will know:</p> <ul style="list-style-type: none">• appropriate norms of collaboration such as “Eyes on the speaker; I listen while others speak etc.”• story elements (character, events, adventures, experiences, solution).• elements of narrative poetry: story elements, figurative language, rhyme, rhythm.• noticing and determining importance.• strategies to determine the meaning of unknown vocabulary in the text (context and picture cues, rereading, asking for clarification).• the meaning of terms like: compare (same, alike, similar, both, all), contrast (different, unlike, but, however, rather than).• graphic organizers (such as a Venn Diagram) help us compare and contrast texts.
<p>UNDERSTAND <i>Big ideas, generalizations, principles, ideas that transfer across situations</i></p>	<p>Students will understand that...</p> <ul style="list-style-type: none">• thinking, talking/listening to others, and writing about a text helps readers to understand.• characters in stories and narrative poems have experiences and/or adventures.• characters change and have feelings about those changes .• story elements help us determine important parts of the story.• some story details are more important/significant than others.• authors give us clues about how characters feel about/react to events in stories (e.g. clues into character motivation, clues into character’s feelings).• close reading helps us make meaning of the text (e.g. better understand story vocabulary and figurative language).• characters in different stories/poems can have similar or different adventures and experiences.• we compare and contrast what we read in order to gain a deeper understanding of important details or events to make meaning.• using complete sentences with precise vocabulary enables us to clearly express thoughts.
<p>DO (start here) <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases). Hint: Use the standards!</i></p>	<p>Students will...</p> <ul style="list-style-type: none">• with prompting and support, identify characters, setting, and major events in a story or poem.• actively engage in group discussions by asking and answering questions about characters’ experiences in order to compare and

	<p>contrast two texts.</p> <ul style="list-style-type: none"> with prompting and support, students will identify the main events/important details in a story such as the character/characters’ adventures and experiences that are important to the story. “read” closely to determine the meaning of unknown vocabulary words and figurative language in texts. with prompting and support, compare and contrast the adventures and experiences of characters in familiar texts of various genres. use a combination of drawing, dictating, and writing to compare and contrast two pieces of literature, referring back to the text for evidence. speak and write in grammatically correct sentences using proper conventions and topic-related vocabulary. use multiple media formats to interact with texts.
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Unit Assessment/Performance Task	DO K
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Include rubric/scoring guide.

Students (with prompting and support from the teacher) compare and contrast the adventures and experiences of the character of a story to the character in a poem (RL.K.9). Students will use a combination of drawing, dictating, or writing; citing evidence from the text, to compare and contrast the story to the poem (W.K.2)

Kindergarten Compare & Contrast Rubric	Compares and contrasts items clearly. Points to specific examples to show the comparison. Includes the information relevant to the comparison.	Compares and contrasts items clearly. Points to specific examples to show the comparison, but the supporting information is general. Includes information that is relevant to the comparison.	Compares and contrasts items clearly. Points to general examples to show the comparison, but the supporting information is incomplete. May include information not relevant to the comparison.	Compares or contrasts items does not include information. There is no supporting information.
	4	3	2	1

Interdisciplinary Connections

Science – Compare and contrast living and non-living things in our community

Math/Social Studies – Students will create graphs that show how they are the same as or different from other students/people in the community. Ex. Home or apartments, how many brothers or sisters, come to school by bus or walk, community helpers, etc. Students can also sort by attributes.

Geography – Community (town vs. city, city vs. state)

Art- Students will draw pictures of xxx in the community. They will then compare and contrast their picture of xxx to their partner's picture of xxx.

Music – Compare and contrast two different pieces of music (fast, slow, calm, exciting, etc.)

Suggested Formative Assessment Practices/Processes

If you choose to identify formative assessment practices/processes here (rather than in lesson plans), make them specific to this unit of study.

Formative Assessments

- Anecdotal Notes
- Story Maps
- Reading Response Journals: Identifying main character's most important adventures and experiences
- Venn Diagram
- Writing Conference Notes
- Reading Conference Notes

End of Unit Assessment

- Poster of things you learned about a topic with a scoring guide
- Comparing and Contrasting Class Book with rubric