

**Grade Kindergarten English Language Arts
Unit 1 Reading**

Subject(s)	Reading Language Arts
Unit of Study	Building a Community of Readers – Unit 1
Pacing	20 Instructional Days

Overarching Standards (OS)
<p>CCR.K.RL.10 Actively ENGAGE in group reading activities with purpose and understanding. CCR.K.RI.10 Actively ENGAGE in group activities with purpose and understanding. CCR.K.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. CCR.K.L.5 With guidance and support from adults, EXPLORE word relationships and nuances in word meanings. CCR.K.L.6 USE words and phrases acquired through conversations, reading and being read to, and responding to texts. CCR.K.RF.4 Read emergent reader text with purpose and fluency.</p>

Priority and Supporting Standards (CCSS)
<p>CCR.K.RL.5 Recognize common types of texts. CCR.K.SL.1 PARTICIPATE in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. CCR.K.SL.1a FOLLOW agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion). CCR.K.L.1d UNDERSTAND and USE question words. CCR.K.SL.1b CONTINUE a conversation through multiple exchanges. CCR.K.L.1f PRODUCE and EXPAND complete sentences in shared language activities.</p>

**Grade Kindergarten English Language Arts
Unit 1 Reading**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.5 <ul style="list-style-type: none"> • General features of story book • General Features of a Poem 	RL.5 RECOGNIZE (common types of texts including story books and poems)	1
SL.1 <ul style="list-style-type: none"> • topic • speaker or reader • appropriate use of oral language • complete sentences • voice level fitting of setting • turn taking 	SL.1 PARTICIPATE (in collaborative conversations with peers and adults in small and large groups)	3
SL.1a <ul style="list-style-type: none"> • rules • simple verbal three- and four step directions 	SL.1a FOLLOW (agreed upon rules)	3
L.1d <ul style="list-style-type: none"> • who, what , when, where, why and how 	L.1d UNDERSTAND and USE (question words)	2,3

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What is the role of the speaker and a listener in a reading community? 2. How do you ask and answer a question? 3. What are the common features of story books and poems? 	<ol style="list-style-type: none"> 1. A speaker uses appropriate oral language and voice level, staying on topic and maintaining eye contact. 2. A listener attends to the speaker, maintains eye contact and waits for a turn to speak. 3. Understanding is improved when you share ideas with one another.

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Learning Activities	
<p><u>Focus of Unit:</u></p> <ul style="list-style-type: none">• Create a literacy environment• Basic exposure to common types of text (story book and poems)• Understand and use question words <p><u>Activities</u></p> <p>Note:</p> <ol style="list-style-type: none">1. Throughout the unit, students will participate in focused sharing experiences (e.g., Quick News, Talk Share, Daily Questions). Students will use <i>who, what, why, where, when</i> or <i>how</i> to gain more information from speaker. Students will reference visual cards/anchor chart to develop their question and answer and will use complete sentences when answering questions.2. An emphasis during this unit is to for students to develop strong vocabulary and oral language skills, including producing and expanding sentences. Students can brainstorm the name of the picture and alternative labels using photo cards. Students will answer speaker’s questions about objects using photo cards (<i>who, what, where, when, why</i> or <i>how</i>). Students will actively participate in “Talking Beads” activity. Note: See Directions in the Supporting Materials (Each bead represents a question: <i>What does it look like? What do you do with it? What does it do? What is it used for? Where would you find it?</i> Students will answer <i>who, what, where, when, why</i> or <i>how</i> questions as they slide their bead to expand the simple sentence given by the teacher based on the card.)3. Teachers may select how to incorporate the use of technology in order for students to demonstrate their understanding of skills within the unit. Teachers should also use audio versions of text in addition to print material and follow with guided discussions. <ul style="list-style-type: none">• Students will begin to recognize common types of text while establishing and practicing classroom rules in order to develop good habits of reading. Students will participate in collaborative conversations and to build the role of the speaker and listener. (RL.5, SL1, 1a, 1b)<ul style="list-style-type: none">○ Teacher and students will develop an anchor chart displaying agreed upon community meeting rules. Note: Teacher will model each role and review roles at the beginning of each meeting. Students will use the agreed upon community meeting rules in small group discussions (e.g. Turn and Talk strategy).○ Follow <i>Making Meaning</i> lessons focusing on practicing the procedures for whole group instruction and understanding stories as well as developing skills for listening to one another:	<p><u>Teacher Notes</u></p>

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- Unit 1, Week 1, Days 1-2, pages 2-9
- Unit 1, Week 2, Days 1-2, pages 10-16
- Unit 1, Week 3, Days 1-2, pages 18-26

Note: Reiterate basic Concepts of Print (e.g., book handling, reading left to right and top to bottom, how to turn pages correctly, sweeping finger under text as it is being read) as well explaining to the students the importance of reading a book carefully and slowly to make meaning of what is happening.

- Read a variety of teacher selected poetry (e.g., poems from *Sing A Song of Poetry Grade K* by Fountas and Pinnell, Jack Prelutsky poems, etc...) and discuss with students. Students may participate in echo and choral reading experiences.
- Review previously read stories and discuss differences between the stories and poems. Create a T-Chart to show examples of both. **Note:** Create a Text Type Key to connect a visual with text type. Additional examples can be added to the chart. Allow opportunities for students to talk about stories and poems (e.g., Looking and listening for patterns, talking about what they see in the pictures), modeling and encouraging students to turn and talk to a partner when asking and answering simple *who, what, why, where, when* or *how* questions.
- Possible Independent/Assessment Activity:
 - In a small group or whole group, show samples of stories and poems and have students match them to the correct text type. With teacher support, have them tell how they know.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Additional

- Show and Tell/Morning Meeting
- Journals/Class Books

Vocabulary

Answer- a response to a question

Discussion- a conversation or sharing ideas

Listener- a person doing the listening

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Poem-a piece of writing written in verses that often uses rhyme and/or rhythm
Rule- something that you agree to follow
Sentence- a group of words that expresses a complete thought
Speaker- a person doing the talking

Assessment	Performance Task
<p>Formal -Rubric to Assess Performance as a Community Member -MAP</p> <p>Informal -Teacher Observations -Anecdotal Notes -Class Rubric -Anchor Chart</p>	TBD

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p>Instructional -Student Work -Books for Fiction (including Big Books) -Leveled Text for Fiction -Songs, Rhymes and Poetry (<i>Sing a Song of Poetry Grade K</i> by Fountas and Pinnell, <i>Ride a Purple Pelican</i> by Jack Prelutsky and other poems by Prelutsky) -Anchor Text:</p> <ul style="list-style-type: none"> • <u><i>Have You Filled a Bucket Today</i></u> by Carol McCloud • <u><i>If You Give a Mouse A Cookie</i></u> by Laura Joffe Numeroff from <i>Making Meaning</i> 	<p>IPAD app: Tell About This Write About This</p>

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<ul style="list-style-type: none">• <u>My Friends</u> by Taro Gomi from <i>Making Meaning</i>• <u>Cat Colors</u> by Jane Cabrera from <i>Making Meaning</i> <p>-Additional Text Suggestions:</p> <ul style="list-style-type: none">• <u>A My Name is Alice</u> by Jane Bayer• <u>Jack's Talent</u> by Maryann Cocca-Leffler• <u>Edward and the Pirates</u> by David McPhail• <u>David Goes to School</u> by David Shannon• <u>Back to School Tortoise</u> by Lucy M. George• <u>The Kissing Hand</u> by Audrey Wood Penn• <u>We're Going on a Book Hunt</u> by Pat Miller• <u>We Share Everything</u> by Robert Munsch <p>-Language Arts Addendum -Visual Cards for Question Words -Beads/Laces -<i>Making Meaning</i></p> <p><u>Teacher</u></p> <p>-Supporting Materials for Unit -Student Assessment Data -Phonemic Awareness Songs and Rhymes (F, W, S) -<i>Guided Reading</i> by Fountas and Pinnell -<i>Word Matters</i> by Fountas and Pinnell -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik -Language Arts Addendum -<i>Making Meaning</i></p>	
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Interdisciplinary Connection	

**Grade Kindergarten English Language Arts
Unit 2 Reading**

Subject(s)	Reading Language Arts
Unit of Study	Getting to Know a Book – Unit 2
Pacing	8 Instructional Days (2 re-teach/enrichment days)

Overarching Standards (OS)

CCR.K.RL.10 Actively ENGAGE in group reading activities with purpose and understanding.
CCR.K.RI.10 Actively ENGAGE in group activities with purpose and understanding.
CCR.K.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCR.K.L.5 With guidance and support from adults, EXPLORE word relationships and nuances in word meanings.
CCR.K.L.6 USE words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCR.K.RF.4 Read emergent reader text with purpose and fluency.

Priority and Supporting Standards CCSS

CCR.K.RL.5 RECOGNIZE common types of texts (e.g. story books, poems).
CCR.K.RL.6 With prompting and support, NAME the author and illustrator of a story and DEFINE the role of each in telling the story.
CCR.K.RI.5 IDENTIFY the front cover, back cover, and title page of a book.
CCR.K.RI.6. NAME the author and illustrator of a text and DEFINE the role of each in presenting the ideas or information in a text.
CCR.K.SL.1 PARTICIPATE in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCR.K.SL.1a FOLLOW agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion).
CCR.K.L.1d UNDERSTAND and USE question words.
CCR.K.L.5a SORT common objects into categories to gain a sense of the concepts the categories represent.
CCR.K.L.5b DEMONSTRATE understanding of frequently occurring verbs and adjectives by relating them to their opposites.

**Grade Kindergarten English Language Arts
Unit 2 Reading**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.6 <ul style="list-style-type: none"> • story • how to define • author • illustrator • roles of author and illustrator 	RL.6 NAME (author and illustrator in a story with prompting and support) DEFINE (role of author and illustrator in a story with prompting and support)	 1 1
RI.5 <ul style="list-style-type: none"> • informational text • how to identify • books are read from front to back 	RI.5 IDENTIFY (front and back cover, title page of informational text)	2
RI.6 <ul style="list-style-type: none"> • informational text • how to define • author • illustrator • roles of author and illustrator 	RI.6 NAME (author and illustrator in an informational text) DEFINE (role of author and illustrator in an informational text)	 1 1
SL.1 <ul style="list-style-type: none"> • topic • speaker or reader • appropriate use of oral language • voice level fitting of setting • turn taking 	SL.1 PARTICIPATE (in collaborative conversations with peers and adults in small and large groups)	2

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<p>L.1d</p> <ul style="list-style-type: none"> • who, what, when, where, why and how 	<p>L.1d UNDERSTAND and USE (question words)</p>	<p>2,3</p>
<p>L.5b</p> <ul style="list-style-type: none"> • verbs • adjectives • common synonyms and antonyms 	<p>L.5b DEMONSTRATE (understanding of verbs and adjectives) RELATE (to opposites)</p>	<p>2 4</p>

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. Where are the front cover, back cover and title page in a book? 2. What does the author do? 3. What does the illustrator do? 	<ol style="list-style-type: none"> 1. All books that have front and back covers and some have a title page. 2. Authors and illustrators have different roles in creating text: <ul style="list-style-type: none"> • author decides what ideas or information is presented • illustrator helps the reader “see the text”

Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> • Parts of Books and Role of Author and Illustrator of Stories and Informational Text • Introduction of Features of Informational Text • Verbs and Adjectives/Opposites <p><u>Activities</u> (<i>This unit is short as it is a precursor to genre studies.</i>)</p> <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. During reading, point out the use of verbs and why authors use them. Explain how authors are careful to choose words in the text to help make pictures in readers’ minds (e.g., “<i>Authors use verbs in their stories to show what is happening.</i>”). Provide concrete and relevant examples to show what a verb is and ask students to act out what those verbs look like (e.g., <i>running</i> 	<p style="text-align: center;"><u>Teacher Notes</u></p>

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outside, *drawing* a picture). Encourage student to think of more examples of verbs and encourage students to name their opposites.

2. Teachers may select how to incorporate the use of technology in order for students to demonstrate understanding of skills and concepts taught within the unit. Teachers should use audio versions of text in addition to print material and follow with guided questions.
 - Students will name and define the role of the author and the illustrator in both fiction and non-fiction text while participating in collaborative conversations with peers.
 - Introduce parts of a book anchor chart (i.e., cover, back cover, title page). Continue to read aloud a variety of literary and informational text. Point out the different parts of the book as you refer to the anchor chart. Discuss the role of both the author and the illustrator. During reading, stop at different points and ask students, “*If you were the author, what would happen next?*” and then continue to read to see how student responses compare with what the author wrote. Another option is to stop at different points and ask, “*If you were the illustrator, can you tell me what you may include in the illustration?*” Compare student thoughts with the actual illustrations. See sample chart below for additional discussion prompts:

Prompts for Parts of a Book	Prompts for Literary Text	Prompts for Informational Text
What does the cover tell us?	Who is the author of this book/poem?	Who is the author of this book/poem?
Let’s look at the title/cover page. Let’s talk about what is here.	Who is the illustrator?	Who is the illustrator of this book/poem?
Let’s look inside. Look at where the author put the writing. How does this help us? Note: When introducing book with new writing (i.e., title, caption, labels), begin to discuss purpose of that writing.	What did the author and illustrator do to make this book?	What did the author/illustrator teach us?

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- Follow *Making Meaning*, Unit 1, Week 4, Days 1-2, pages 28-35 and Unit 1, Week 5, Days 1-2, pages 36-42 focusing on the role of the author and illustrator/photographer and answering questions to understand both fiction and non-fiction texts.
- Possible Informal Assessment Activity:
 - Students can draw a picture from the book and share with a partner or with the class. Students could be encouraged to use a speech bubble to write something about the picture.
 - Create a class book and add the authors' names and illustrators' names.
 - In small groups, read a simple text to the students and cover the illustrations. Encourage students to become the "illustrators" and draw pictures to match the story just read. Students can place the wordless picture books to the classroom library. (Grouping: Can be done in whole group and with partners working on pictures)

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Vocabulary

Adjective- a part of speech that describes a person, place, thing or idea

Author- a person who writes a story, book, play or article

Category- a group within a system

Illustrator- an artist who produces pictures, photographs, or drawings for books, stories or poems

Non-fiction- a genre of writing that tells about real people, places or events

Opposite- something that is completely different than another

Story- a narrative, either real or imaginary, designed to interest, amuse or instruct the reader

Title-the name given to a book, song, or poem

Title Page-the page in a book that names the title, the author, the publisher, and the publication place and date

Verb-a part of speech that expresses action

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Unit 2 Reading**

Assessment	Performance Task
<p><u>Formal</u> -Map</p> <p><u>Informal</u> -Teacher observations -Anecdotal Notes -Student Work -Rubric -Running Records</p>	TBD

Instructional Strategies
See Appendix for Additional Research Based Instructional Strategies

Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Leveled Fiction and Non-fiction Texts -Anchor Text:</p> <ul style="list-style-type: none"> • <u>Flower Garden</u> by Eve Bunting from <i>Making Meaning</i> <p>-Additional Fall Related Text and Text Suggestions</p> <ul style="list-style-type: none"> • <u>Seasons of Arnold’s Apple Tree</u> by Gail Gibbons (580L) • <u>How Do You Know It’s Fall</u> by Allan Fowler (Science Curriculum) • <u>Mama Cat Has Three Kittens</u> by Denise Fleming • <u>Look Out Kindergarten, Here I Come!</u> By Nancy Carlson • <u>Bruises</u> by Sharon Gordon • <u>Hands Are Not for Hitting</u> by Martine Agassi, PhD • <u>Getting Around by Plane</u> by Cassie Mayer from <i>Making Meaning</i> kit 	<p>Successmaker www.schoolwidedfundamentals.com</p> <p>author videos/websites of teacher choice</p> <p>online resources (i.e., Tumblebooks, Reading A to Z and Raz Kids)</p> <p>(See Destiny Link at individual school websites)</p>

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<ul style="list-style-type: none">• <u>The Pigeon Wants A Puppy</u> by Mo Williams from <i>Fundamentals of Grammar and Conventions</i> <ul style="list-style-type: none">-Speech Bubble Drawing Form-Predicting and Picturing Strategy Cards-Language Arts Addendum-<i>Making Meaning</i> <p><u>Teacher</u></p> <ul style="list-style-type: none">-Supporting Materials for Unit-Student Assessment Data-DRA Focus for Instruction-<i>Fundamentals of Grammar and Conventions</i>-<i>Guided Reading</i> by Fountas and Pinnell-<i>Word Matters</i> by Fountas and Pinnell-<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik-Language Arts Addendum-<i>Making Meaning</i>	
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Interdisciplinary Connections
-School librarians also incorporate lessons specific to these standards

**Grade Kindergarten English Language Arts
Unit 3 Reading**

Subject(s)	Reading Language Arts
Unit of Study	Fun With Fiction – Unit 3
Pacing	25 Instructional Days + (5 re-teach/enrichment days)

Overarching Standards (OS)

CCR.K.RL.10 Actively ENGAGE in group reading activities with purpose and understanding.
CCR.K.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCR.K.L.5 With guidance and support from adults, EXPLORE word relationships and nuances in word meanings.
CCR.K.L.6 USE words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCR.K.RF.4 Read emergent reader text with purpose and fluency.

Priority and Supporting CCSS

CCR.K.RL.1 With prompting and support, ASK and ANSWER questions about key details in a text.
CCR.K.RL.3 With prompting and support, IDENTIFY characters, settings, and major events in a story.
CCR.K.RL.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).
CCR.K.SL.6 SPEAK audibly and express thoughts, feelings, and ideas clearly.
CCR.K.L.1d UNDERSTAND and USE question words.
CCR.K.L.2b RECOGNIZE and NAME end punctuation.
CCR.K.L.4a IDENTIFY new meanings for familiar words and APPLY them accurately.
CCR.K.L.5a SORT common objects into categories to gain a sense of the concepts the categories represent.

**Grade Kindergarten English Language Arts
Unit 3 Reading**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.3 <ul style="list-style-type: none"> • literary/fiction structure • story and play elements including characters, setting, problem and solution • names of the characters in story or play • major events in story or play 	RL.3 IDENTIFY (characters, setting, major events)	1
RL.7 <ul style="list-style-type: none"> • how to describe • illustrations • details of story 	RL.7 DESCRIBE (relationship between illustrations and the story)	1
SL.6 <ul style="list-style-type: none"> • appropriate oral language including speaking in complete sentences, using appropriate voice level and taking turns • speaker 	SL.6 SPEAK (audibly) EXPRESS (thoughts, feelings, ideas)	1 1
L.1d <ul style="list-style-type: none"> • <i>Who, What, When, Where, Why and How</i> 	L.1d UNDERSTAND and USE (questions words)	2,3
L.2b End Punctuation: <ul style="list-style-type: none"> • <i>Concepts About Print (CAP)</i> strategies, • periods, exclamation marks, and question marks 	L.2b RECOGNIZE and NAME (end punctuation)	1
L.4a Meanings of Familiar words to support background knowledge (i.e., school, seasons, animals, families, community, friendship)	L.4a IDENTIFY and APPLY	1,3

**Grade Kindergarten English Language Arts
Unit 3 Reading**

Essential Questions	Corresponding Big Ideas
1. What are the parts of a story? 2. Why are pictures important in a story?	1. Stories have characters, settings, and events. 2. Pictures help you understand a story.

Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> • Story parts including characters, setting and major events, relationship between illustrations and stories • New meanings for familiar words • End punctuations <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Throughout the unit, provide opportunities for students to identify new meanings for familiar words and apply them accurately orally and through illustrations. Provide several examples for students (e.g., knowing that a duck is a bird and learning the verb to duck). Students can act out new meanings, create rebuses for new word meanings and create and label drawings for new word meanings. Encourage students to use these new words in conversation and during writing. 2. Teachers may select how to incorporate the use of technology in order for students to demonstrate their understanding of skills within the unit. Teachers should also use audio versions of text in addition to print materials and follow with guided discussions. <ul style="list-style-type: none"> • Students will identify characters, setting and major events in a story and will describe the relationships between the illustrations and the story to help ask and answer questions about key details. (Note: Comprehension strategies should be on predicting and monitoring.) <ul style="list-style-type: none"> ○ Follow <i>Making Meaning</i> lessons: <ul style="list-style-type: none"> ➤ Unit 2, Week 1, Days 1-2, pages 54-57 focusing on the story parts and informally identifying important ideas in the story ➤ Unit 2, Week 2, Days 1-2, pages 64-71 focusing on informally identifying important ideas in the story and referring to the story to support student thinking. ○ Create an anchor chart that can be added to: 	<p style="text-align: center;"><u>Teacher Notes</u></p>

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Unit 3 Reading**

Title and Author	Character(s)	Setting(s)	Events	How Story Ends

- Continue to model and think aloud how to identify story parts. Mark the text during reading to identify the character in the story, where the story takes place, and what events happen. Model how to reread if there are misunderstandings. Specific emphasis should be on what they character is doing in the story at the time and how the character is feeling at that time:
 - *Who is the main character and what is he or she doing?*
 - *How is the character feeling in the story right now? How do you know?*
 Model and encourage students to use the illustrations in the text to talk about what is happening throughout the story, linking how the characters, the setting and the event all connect together to create a whole story:
 - What part of the story does this illustration help us to understand?
 - Which illustration tells us about the characters/setting/event?
 - Use the illustrations to retell what has happened.
- Provide opportunities for students to read in small groups and independently to identify the story parts. Students can share oral or written responses with a peer or with the class. Possible Independent/Assessment Activity (can be whole or small group):
 - Students can complete a feelings map by drawing faces to show how the character’s feelings change over time.
 - After listening to a story (teacher or audio), have students practice telling about the beginning, middle and end. Students can draw detailed pictures for the beginning, middle and end. Students may begin to label.
 - Students can complete a story map to identify the characters, setting, and events in a story.
 - Write on large sticky notes or sentence strips events from story. Have students predict and place events in order. Read aloud the book and then work with students to confirm or correct their predictions.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

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Unit 3 Reading**

Vocabulary
<p>Character- a person, thing, or animal in a story, poem, book or play</p> <p>Event- a happening in a story, poem, book or play</p> <p>Illustration- a picture or drawing used to decorate</p> <p>Predict- to tell what you think will happen in the future</p> <p>Punctuation- a mark or symbol used to make the meaning of clear to the reader</p> <p>Question- a sentence/statement that asks for information</p> <p>Setting-the time and place of a story</p>

Assessment	Performance Task
<p><u>Formal</u> MAP Running Records Response to Text (Drawing, Telling, Writing)</p> <p><u>Informal</u> Teacher Observation Anecdotal Notes Written Picture Response (Draw and/or Write) Running Records Oral Language/Presentation Rubric</p>	<p><i>Place four to eight key pages of a text in order and have students use them to orally retell the story, encouraging them to use the illustrations to help with the retell.</i></p>

Instructional Strategies
<p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

**Grade Kindergarten English Language Arts
Unit 3 Reading**

Resources	Technology Resources
<p><u>Instructional</u></p> <p>-Student Work</p> <p>-Big Books for Fiction</p> <p>-Leveled Texts for Fiction</p> <p>-Songs, Rhymes and Poetry</p> <p>-Anchor Texts:</p> <ul style="list-style-type: none"> • <u>When Sophie Gets Angry-Really, Really Angry...</u>by Molly Bang from <i>Making Meaning</i> • <u>I Was So Mad</u> by Mercer Mayer from <i>Making Meaning</i> • <u>Little Bear</u> by Else Holmelund Minarik <p>-Additional Text Suggestions:</p> <ul style="list-style-type: none"> • <u>Mean Soup</u> by Betsy Everitt • <u>Ebb and Flo and the New Friend</u> by Jane Simmons • <u>Ginger</u> by Charlotte Voake • <u>Today I Feel Silly and Other Moods That Make A Day</u> by Jamie Lee Curtis • <u>Too Many Pumpkins</u> by Linda Arms White (770L) • <u>The Biggest Pumpkin Ever</u> by Steven Kroll (570L) • <u>The Legend of Spookly the Square Pumpkin</u> by Joe Troiano (640L) • <u>Turk and Runt</u> by Lisa Wheeler • <u>A Turkey for Thanksgiving</u> by Eve Bunting (410L) • <u>The Littlest Pilgrim</u> by Brandi Dougherty <p>-Question Stems</p> <p>-Graphic Organizers</p> <p>-Language Arts Addendum</p>	<p>www.schoolwidedfundamentals.com</p> <p>audio versions of text</p> <p>online resources (i.e., Tumblebooks, Reading A to Z and Raz Kids)</p> <p>(See Destiny Link at individual school websites)</p>

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-Making Meaning

Teacher

- Supporting Materials for Unit
- Student Assessment Data
- Guided Reading* by Fountas and Pinnell
- Word Matters* by Fountas and Pinnell
- Cueing systems and strategy prompts
- Fundamentals of Grammar and Conventions*
- Kidwriting* by Eileen Feldgus and Isabell Cardonik
- Language Arts Addendum
- Making Meaning*

Interdisciplinary Connections

Art teacher can reread a text to help students look at illustrations and discuss different techniques used (i.e., shapes, layout).

**Grade Kindergarten English Language Arts
Unit 4 Reading**

Subject(s)	Reading Language Arts
Unit of Study	Nonfiction – Unit 4
Pacing	15 Instructional Days + (5 re-teach/enrichment days)

Overarching Standards (OS)

- CCR.K.RI.10 Actively ENGAGE in group activities with purpose and understanding.**
- CCR.K.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**
- CCR.K.L.5 With guidance and support from adults, EXPLORE word relationships and nuances in word meanings.**
- CCR.K.L.6 USE words and phrases acquired through conversations, reading and being read to, and responding to texts.**
- CCR.K.RF.4 Read emergent reader text with purpose and fluency.**

Priority Common Core and Supporting CCSS

- CCR.K.RI.1 With prompting and support, ASK and ANSWER questions about key details in a text.**
- CCR.K.RI.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).**
- CCR.K.SL.6 SPEAK audibly and express thoughts, feelings, and ideas clearly.**
- CCR.K.L.1d UNDERSTAND and USE question words.**
- CCR.K.L.5a SORT common objects into categories to gain a sense of the concepts the categories represent.**

**Grade Kindergarten English Language Arts
Unit 4 Reading**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.1 <ul style="list-style-type: none"> • when things do not make sense • difference between statement and question • literal questions (<i>Who, What, Where, When, Why</i> and <i>How</i>) • easy inferential questions • predictions • background knowledge 	RI.1 ASK and ANSWER (questions about key details)	2,3
RI.7 <ul style="list-style-type: none"> • descriptions • topic • text details • illustrations, graphics, images (e.g., photos, drawings, diagrams, maps, charts) 	RI.7 DESCRIBE (relationship between illustrations and text with prompting and support)	1

Essential Questions	Corresponding Big Ideas
1. What do we read informational books? 2. Why are visuals important when reading informational books?	1. Informational books help us learn new information. 2. Authors use visuals to help tell about a topic and to sometimes tell more about a topic.

**Grade Kindergarten English Language Arts
Unit 4 Reading**

Learning Activities	
<p><u>Focus of Unit</u> (should be taught with non-fiction writing unit; integrate science and multi-cultural texts)</p> <ul style="list-style-type: none">• Asking and answering key details in informational texts• Describing relationship between illustrations and informational texts <p><u>Activities</u></p> <p>Note: Teachers may select how to incorporate the use of technology in order for students to demonstrate understanding of skills and concepts taught within the unit. Teachers should use audio versions of text in addition to print material and follow with guided questions.</p> <ul style="list-style-type: none">• Students will ask and answer questions about key details in informational text and describe the relationship between illustrations and the texts in which they appear.<ul style="list-style-type: none">○ Immerse students in other examples of non-fiction texts. Continue to build genre knowledge by teaching students how to identify non-fiction texts. Explain to students the importance of studying the photos, diagrams, maps and charts closely: learn new facts and/or information. Highlight how informational books have photographs both on the cover and on the inside pages. Model this by conducting some quick book walks of two books, one fiction and one non-fiction. Show students how to spot the difference between them. Ask students why they think we read informational text and then begin a T-chart to show examples of each. As students read informational text, encourage students to add their own titles.○ Select from the Follow <i>Making Meaning</i> lessons:<ul style="list-style-type: none">➤ Unit 1, Week 5, Days 1-2, pages 36-42 focusing on answering questions about key details while making connections to text. Students will use the strategy of wondering to generate their own questions about the story.➤ Unit 5, Week 3, Days 1-2, pages 150-157 focusing on using the wondering strategy to help retell part of the story.	<p><u>Teacher Notes</u></p>

Grade Kindergarten English Language Arts
Unit 4 Reading

- Unit 6, Week 2, Days 1-2, pages 170-177 focusing on using the photographs to enhance students' understanding of key and supporting details.
- Unit 6, Week 3, Days 1-2, pages 178-185 focusing on identifying what they have learned from non-fiction text.

Note: Emphasize how to take a picture walk to help answer questions to show understanding of relationships between illustrations and texts. Explain that good readers see more than text on a page (e.g., *Why do you think _____? How can you tell _____? What is this photograph showing you? What do you **notice** in this diagram?*)

○ Continue to model and think aloud the connection between the illustrations and what is being read to help ask and answer literal (right there) and easy inferential questions about key details.

- *We just read about _____. What is going on in the photo? Diagram? Chart?*
- *What do you **notice**...?*
- *Can you **figure out** ...?*
- *How does that help you to better understand?*
- *Do I see any clues in the pictures?*
- *Why do you think the author included this?*

Model how good readers use different word solving strategies when they get to a word they may not know (e.g., using picture clues and context clues, rereading, thinking about what you already know about a topic).

- Provide continued opportunities for students to read informational text and to use the illustrations from the text to discuss what they are learning. Remind students that illustrations can add information that goes beyond the text while other illustrations clarify or provide a visual of a concept presented in the text. Encourage students to speak audibly and express thoughts and ideas clearly. Prompt students to ask and answer questions such as:
- *What else did you learn about?*
 - *What is important to know about?*

**Grade Kindergarten English Language Arts
Unit 4 Reading**

- Possible Informal Assessment Activity (Whole or Small Group):
 - Have students create captions for the different images/visuals shown. Share with the class.
 - Students can draw and write about what they learned while reading an informational text I read closely and I learned that _____.
 - As a class, write a letter to the author to share what was learned.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Vocabulary

Describe- to use words to tell or write about something

Detail- a small part of a whole

Diagram- a chart or a graph that explains something; a labeled illustration

Difference- a way in which two or more things are not alike

Image- a representation of a person or a thing; a picture in the mind

Informational text- a selection written to inform

Map- a visual representation of an area

Non-fiction text- a genre of writing that tells about real people, places and events

Photograph- a picture taken by a camera

Predict- to state what a person thinks will happen in the future

Similarity- a way in which two or more things are alike

Sort- to separate as things having different characteristics

**Grade Kindergarten English Language Arts
Unit 4 Reading**

Assessment	Performance Task
<p><u>Formal</u> MAP Responses to Text (Drawing, Telling, Writing)</p> <p><u>Informal</u> Teacher Observation Anecdotal notes Written Picture Response (Draw and/or Write) Running Records Oral Language/Presentation Rubric</p>	TBD

Instructional Strategies
<p>See Appendix A for Additional Research Based Instructional Strategies</p>

Instructional Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Leveled Text for non-Fiction/Informational Text -Anchor Text:</p> <ul style="list-style-type: none"> • <u>Friends at School</u> by Rochelle Bunnett from <i>Making Meaning</i> • <u>On the Go</u> by Ann Morris from <i>Making Meaning</i> • <u>Tools</u> by Ann Morris from <i>Making Meaning</i> • <u>Henry's Wrong Turn</u> by Harriet M. Ziefert from <i>Making Meaning</i> <p>-Additional Text Suggestions (see Science List)</p> <ul style="list-style-type: none"> • <u>Bruises</u> by Sharon Gordon 	<p>www.schoolwidedfundamentals.com</p> <p>author videos</p> <p>online resources</p> <p>(See Destiny Link at individual school websites)</p>

**Grade Kindergarten English Language Arts
Unit 4 Reading**

- Hands are Not for Hitting by Martine Agassi, PhD
 - Bread, Bread, Bread by Ann Morris
 - Travel Then and Now by Vicki Yates
 - A Trip to the Dentist by Penny Smith
 - Celebrating by Gwenyth Swain
 - The Bravest Cat by Laura Driscoll
 - Tara and Tiree, Fearless Friends by Andrew Clemens
 - My Five Senses by Alikei (590L)
 - Our Senses (Newbridge Big Book)
- Noticing, Wondering and Figuring Out Strategy Cards
-Language Arts Addendum
-*Making Meaning*

Teacher

- Supporting Materials for Unit
- Student Assessment Dat
- Guided Reading* by Fountas and Pinnell
- Word Matters* by Fountas and Pinnell
- Kidwriting* by Eileen Feldgus and Isabell Cardonik
- Language Arts Addendum
- Making Meaning*

Interdisciplinary Connections
<p>Art teachers may reread texts and help students study the use of visuals in informational texts.</p>

**Grade Kindergarten English Language Arts
Unit 5 Reading**

Subject(s)	Reading Language Arts
Unit of Study	Ready to Retell – Unit 5
Pacing	25 Instructional Days + (5 re-teach/enrichment days)

Overarching Standards (OS)

CCR.K.RI.10 Actively ENGAGE in group activities with purpose and understanding.
K.RI.10 Actively ENGAGE in group activities with purpose and understanding.
CCR.K.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCR.K.L.5 With guidance and support from adults, EXPLORE word relationships and nuances in word meanings.
CCR.K.L.6 USE words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCR.K.RF.4 Read emergent reader text with purpose and fluency.

Priority and Supporting CCSS

CCR.K.RL.2 With prompting and support, RETELL familiar stories, including key details.
CCR.K.RL.4 ASK and ANSWER questions about unknown words in a text.
CCR.K.SL.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.
CCR.K.SL.6 SPEAK audibly and express thoughts, feelings, and ideas clearly.
CCR.K.L.5b DEMONSTRATE understanding of frequently occurring verbs and adjectives by relating them to their opposites.
CCR.K.L.5c IDENTIFY real-life connections between words and their uses.

**Grade Kindergarten English Language Arts
Unit 5 Reading**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.2 <ul style="list-style-type: none"> • features of fiction • characteristics of familiar stories: beginning, middle and end • story parts • important details in a story • sequence of events 	RL.2 RETELL (familiar stories) RETELL (key details)	 1 1
RL.4 <ul style="list-style-type: none"> • when things do not make sense • prior knowledge about a topic • context clues • picture cues • simple literary devices, e.g., alliteration, rhyme, repetition 	RL.4 ASK and ANSWER (questions about unknown words)	2,3
SL.2 <ul style="list-style-type: none"> • key details/major events • sequence of events • when things do not make sense • listen to acquire information • questions • response 	SL.2 CONFIRM (understanding of a text read aloud or information presented orally or through other media) ASK and ANSWER (questions about key details) REQUEST (clarification)	 2 2,3 1
L.5b <ul style="list-style-type: none"> • verbs • adjectives • common synonyms and antonyms 	L.5b DEMONSTRATE (understanding of verbs and adjectives) RELATE (to opposites)	 2 4

**Grade Kindergarten English Language Arts
Unit 5 Reading**

Essential Questions	Corresponding Big Ideas
1. When I retell a story, what do I include? 2. Why is it important for me to ask questions when I read?	1. When retelling a story, the reader includes the characters, setting, and events in order. 2. It is important for the reader to ask questions when parts of the story do not make sense.

Learning Activities	
<p><u>Focus of Units</u></p> <ul style="list-style-type: none"> • Retelling familiar stories including key detail (with prompting and support) • Strategies for determining unknown words (words that focus on Tier II words) • Using questions to clarify understanding <p><u>Activities</u></p> <p>Note: Teachers may select how to incorporate the use of technology in order for students to demonstrate understanding of skills and concepts taught within the unit. Teachers should use audio versions of text in addition to print material and follow with guided questions.</p> <ul style="list-style-type: none"> • Students will retell familiar stories, including key details and will ask and answer questions about unknown words in a text. <ul style="list-style-type: none"> ○ Introduce the concept of retelling. Create a retelling chart using visuals and words (e.g., characters, setting, problem, events that try to solve the problem, solution and ending). ○ Follow <i>Making Meaning</i>, <ul style="list-style-type: none"> ➤ Unit 3, Week 1, Days 1-2, pages 82-89 focusing on using the sequence of events to retell a story. ➤ Unit 3, Week 2, Days 1-2, pages 90-97 focusing on using key details to retell the sequence of events. ➤ Unit 3, Week 3, Days 1-2, pages 98-105 focusing on answering questions to understand the story and to retell the story. 	<p>Teacher Notes</p>

Grade Kindergarten English Language Arts Unit 5 Reading

Note: Encourage students to ask questions before, during and after reading when things do not make sense. (Optional) Using a yardstick, mark the beginning and end of the story. As the story is read, place the main events in order so students can retell students have a clear visual to help retell the story.

- Continue to model retellings using a variety of literary text, encouraging student to form pictures in their minds as they read. Students can use sticky notes to draw quick pictures to help them retell the story.

Note: Model for students strategies for learning new words and what to do when attempting to understand unknown words (i.e., *I noticed the word _____ . What do you think it means? Let's read and find out.*) During a second read, teachers may want to place emphasis on words such as words that rhyme, alliteration, or words that appeal to the different senses. Post new words to a word wall.

- Provide additional practice for students to retell familiar stories after reading, after watching a short video or listening to an audio version of the text. Continue to encourage students to use characters' names and details from the text in the appropriate sequence and key vocabulary. Students may also re-enact the story noting the action words (verbs) and descriptive words (adjectives) that are crucial to the story. Discuss opposite meanings. Illustrate key vocabulary by building collages using pictures and or original drawings. Add words to word walls.
- Possible Informal Assessment Activity (Whole, Small Group, Independently):
 - While reading a big book, place a sticky note over an unknown word and encourage students to figure out what the word means.
 - Students can select words from the word wall and create pictures to show what the words mean.
 - Present students with pictures from a story. Students then place the events in order to help them retell the story.
 - Students may draw pictures to retell the story and then share with peers (i.e., retelling organizer or on paper folded into parts).
 - After students read a benchmark book and a running record has been completed, ask

**Grade Kindergarten English Language Arts
Unit 5 Reading**

the students to retell the story using prompts to guide their retellings. Use a retelling rubric/checklist to assess retelling.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Vocabulary

Adjectives-a part of speech that describes a person, place thing or idea

Antonym-a word having the opposite meaning of another word

Author-a person who writes a story, book, play or article

Beginning-the first or earliest part of a story, poem, play or book

Character-a person, thing or animal in a story, poem, book, play or movie

Context Clue-a hint about the meaning of a word found by reading the other words in the sentence

Details-a small part of the whole

Ending-the last or final part of a story, poem, play or book

Illustrator- an artist who produces pictures, photographs, or drawings for books, stories or poems

Middle-the section of a story, poem, play or book between the beginning and the ending

Predict-to state what a person thinks will happen in the future

Retell-to say, state or perform again

Sequence of Events-the order in which things happen in a story

Sentence-a group of words that expresses a complete thought

Setting- the time and place of a story

Synonym-a word having a similar meaning of another word

Verb-a part of speech that expresses action

**Grade Kindergarten English Language Arts
Unit 5 Reading**

Assessment	Performance Task
<p><u>Formal</u> -MAP -Fiction Retelling Rubric -Response to Text (Drawing, Telling, Writing)</p> <p><u>Informal</u> -Teacher Observation -Anecdotal Notes -Written Picture Response (Draw and/or Write) -Running Records -Rubric for Oral Presentation</p>	TBD

Instructional Strategies
<p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Leveled Fiction Texts -Anchor Texts:</p> <ul style="list-style-type: none"> • <u>Pumpkin, Pumpkin</u> by Jeanne Titherington from <i>Making Meaning</i> • <u>Maisy’s Pool</u> by Lucy Cousins from <i>Making Meaning</i> • <u>“Charlie Needs a Cloak”</u> by Tomie dePaola 	<p>www.schoolwidedfundamentals.com</p> <p>author videos</p> <p>online resources</p> <p>(See Destiny Link at individual school websites)</p>

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Unit 5 Reading**

- The Biggest Snowman Ever by Steven Kroll (580L)

-Additional Books for Retelling including:

Nursery Rhymes:

- Baa, Baa, Black Sheep
- One, Two, Buckle My Shoe

Picture Books:

- Growing Vegetable Soup by Lois Ehlert
- The Carrot Seed by Ruth Krauss
- Felix Feels Better by Rosemary Wells
- Max Cleans Up by Rosemary Wells
- Seven Blind Mice by Ed Young
- The Napping House by Audrey Wood
- Bear Snores On by Karma Wilson (280L)
- Piggie Pie by Margie Palatini
- Stellaluna by Janell Cannon (550L)
- Ten, Nine, Eight by Molly Bang (500L)
- The Very Hungry Caterpillar by Eric Carle (460L)
- The Hat by Jan Brett (440L)
- The Umbrella by Jan Brett (680L)
- Goldilocks and the Three Bears by Jan Brett (880L)
- The Gingerbread Man
- Using Your Senses at School by Jalmin-Sweeney
Blight (part of science unit)

Poems:

- “Three Little Kittens” in the *Oxford Illustrated Book of American Children’s Poems*

-Nancy Boyles’ Retelling Story Part Cards

**Grade Kindergarten English Language Arts
Unit 5 Reading**

- Nancy Boyles' Comprehension Strategy Cards
- Graphic Organizers (e.g., KWL, Story Map, Sequencing)
- Language Arts Addendum
- Making Meaning*

Teacher

- Supporting Materials for Unit
- Student Assessment Data
- Guided Reading* by Fountas and Pinnell
- *Word Matters* by Fountas and Pinnell
- Cueing Systems and Strategy Prompts
- *Kidwriting* by Eileen Feldgus and Isabell Cardonik
- Fundations*
- Language Arts Addendum
- Making Meaning*

Interdisciplinary Connections

**Grade Kindergarten English Language Arts
Unit 6 Reading**

Subject(s)	Reading Language Arts
Unit of Study	Main Ideas in Nonfiction – Unit 6
Pacing	25 Instructional Days + (5 re-teach/enrichment days)

Overarching Standards (OS)

CCR.K.RI.10 Actively ENGAGE in group activities with purpose and understanding.
CCR.K.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCR.K.L.5 With guidance and support from adults, EXPLORE word relationships and nuances in word meanings.
CCR.K.L.6 USE words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCR.K.RF.4 Read emergent reader text with purpose and fluency.

Priority and Supporting CCSS

CCR.K.RI.2 With prompting and support, IDENTIFY the main topic and RETELL key ideas of a text.
CCR.K.RI.4 With prompting and support, ASK and ANSWER questions about unknown words in a text.
CCR.K.SL.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.
CCR.K.SL.6 SPEAK audibly and express thoughts, feelings, and ideas clearly.
CCR.K.L.5b DEMONSTRATE understanding of frequently occurring verbs and adjectives by relating them to their opposites.
CCR.K.L.5c IDENTIFY real-life connections between words and their uses.

**Grade Kindergarten English Language Arts
Unit 6 Reading**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.2 <ul style="list-style-type: none"> • literal and easy inferential questions about text • topic of a non-fiction text • parts of text that seem important • sequence of key ideas • recall the key ideas 	RI.2 IDENTIFY (main topic) RETELL (key ideas)	1 2
RI.4 <ul style="list-style-type: none"> • identify when things do not make sense • prior knowledge about a topic • context clues • photos, illustrations, diagrams 	RI.4 ASK and ANSWER (questions about unknown words)	2,3
SL.2 <ul style="list-style-type: none"> • topic of a non-fiction text • key details/ideas/major events • sequence of key ideas • when things do not make sense • how to acquire information • response 	SL.2 CONFIRM (understanding of a text read aloud or information presented orally or through other media) ASK and ANSWER (questions about key details) REQUEST (clarification)	2 2,3 1
L.5b <ul style="list-style-type: none"> • verbs • adjectives • common synonyms and antonyms 	L.5b DEMONSTRATE (understanding of verbs and adjectives) RELATE (to opposites)	2 4

**Grade Kindergarten English Language Arts
Unit 6 Reading**

Essential Questions	Corresponding Big Ideas
1. When I retell an informational text, what do I include? 2. Why is it important for me to ask questions when I read?	1. When retelling an informational text, the reader the key ideas. 2. It is important to ask questions when parts of the text do not make sense.

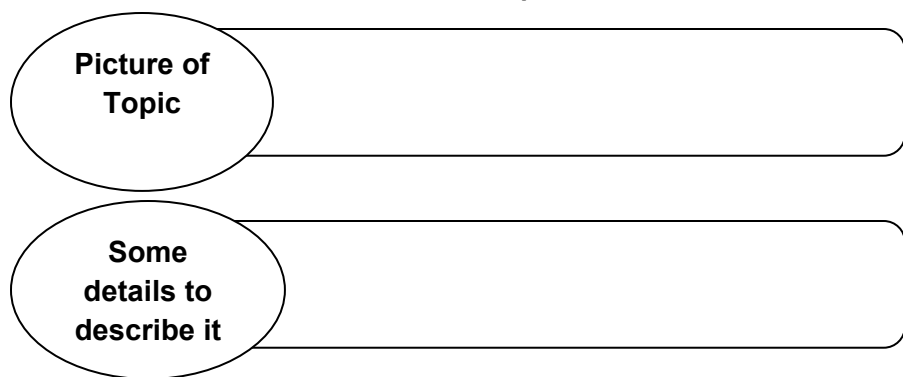
Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> • Identifying main topic and retelling key ideas (with prompting and support) • Using questions to clarify understanding • Understanding verbs and their opposites <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Throughout the unit, explicitly teach vocabulary words connected to texts being used. Teachers can pre-teach vocabulary and model how to use context clues to help determine meanings of unfamiliar words using graphic organizers. Students can draw visual representations or can build collages using pictures to represent new word use or word meanings. Words can be added to an Alphabox or to a word wall. When appropriate, have students name verbs or adjectives and pantomime opposites. 2. Teachers may select how to incorporate the use of technology in order for students to demonstrate understanding of skills and concepts taught within the unit. Teachers should use audio versions of text in addition to print material and follow with guided questions. <ul style="list-style-type: none"> • Students will identify the main topic and retell key ideas informational texts. <ul style="list-style-type: none"> ○ As an introduction, follow the following <i>Making Meaning</i> lessons: Note: Create a KWL chart with the students prior to these lessons to build background knowledge and then add 	<p><u>Teacher Notes</u></p>

Grade Kindergarten English Language Arts Unit 6 Reading

information as students make connections between ideas.

- Unit 7, Week 1, Days 1-2, pages 188-195 focusing on new vocabulary words and how to identify the main topic and retell key details through wondering.
 - Unit 7, Week 2, Days 1-2, pages 196-202 focusing on wondering and exploring text features.
 - Unit 7, Week 3, Days 1-2, pages 204-212 focusing on wondering and exploring text features.
 - Unit 8, Week 1, Days 1-2, pages 214-221 focusing on making connections to text to identify main topic and what was learned from the text.
 - Unit 8, Week 2, Days 1-2, pages 222-230 focusing on wondering and text features.
 - Unit 8, Week 3, Days 1-2, pages 232-240 focusing on exploring and understanding text features to identify main topic and key details.
- Continue to model and think aloud how to gather and record information about key ideas, explaining to students that it is important to look at the illustrations as well as the words in the text. Teacher will model how to section off certain passages or pages in a text using post it notes to mark up text or illustrations to identify important points/key ideas. Record those key ideas by using a graphic organizer such as a T-chart, web or list. See sample below:

Sample



Grade Kindergarten English Language Arts Unit 6 Reading

Model and encourage students how to ask/answer questions about key ideas when things do not make sense. With teacher prompting and support, sequence events and have students practice orally retelling the key ideas using appropriate voice level. Students can then write and draw an illustration to demonstrate main topic and a key idea learned from the text. Discussion prompts include:

- Why are we reading this?
- What is this part/book mainly about? What did the author teach about that?
- Provide opportunities for students to read independently or in small groups to notice the key details and retell the texts that they are reading. Students can then write about their new learning and add illustrations to support the main topic. Share with the class.
- Possible Informal Assessment Activity:
 - After reading aloud a story, students can arrange sentence strips in order to help them retell important key events.
 - Students can illustrate the topic and key details from the text using a graphic organizer that was already presented and used with class.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Grade Kindergarten English Language Arts
Unit 6 Reading**

Vocabulary
<p>Adjective- a part of speech that describes a person, place, thing or idea</p> <p>Antonym- a word having the opposite meaning of another word</p> <p>Context Clue- a hint about the meaning of a word found by reading the other words in a sentence</p> <p>Detail- information about the main idea</p> <p>Graphic Organizer- a visual way of organizing information</p> <p>Key Idea- the most important part of a whole or thought</p> <p>Non-fiction- a genre of writing that tells about real people, places or events</p> <p>Recall- to bring back to mind or to remember</p> <p>Retell- to say, state or perform again</p> <p>Sequence of Events- the order in which things happen</p> <p>Synonym- a word that means the same or about the same</p> <p>Topic- the main thought of a written work</p> <p>Verb- a part of speech that expresses action</p>

Assessment	Performance Task
<p><u>Formal</u></p> <ul style="list-style-type: none"> -MAP -Non-Fiction Retelling Rubric -Response to Text (Drawing, Telling, Writing) <p><u>Informal</u></p> <ul style="list-style-type: none"> -Teacher Observation -Anecdotal Notes -Written Picture Response (Draw and/or Write) -Running Records -Rubric for Oral Presentation 	TBD

**Grade Kindergarten English Language Arts
Unit 6 Reading**

Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Leveled Texts of Non-Fiction Anchor Text:</p> <ul style="list-style-type: none"> • <u>Knowing About Noses</u> by Allan Fowler from <i>Making Meaning</i> • <u>I Want to Be a Vet</u> by Dan Liebman from <i>Making Meaning</i> • <u>A Tiger Grows Up</u> by Joan Hewett from <i>Making Meaning</i> • <u>Getting Around By Plane</u> by Cassie Mayer from <i>Making Meaning</i> • <u>Moon</u> by Melanie Mitchell from <i>Making Meaning</i> • <u>Building Beavers</u> by Kathleen Martin-James from <i>Making Meaning</i> • <u>Animals and Their Babies</u> (Newbridge Big Book) <p>Additional Text Suggestions:</p> <ul style="list-style-type: none"> • <u>Endangered Animals</u> by Faith McNulty • <u>What Do You Do With a Tail Like This?</u> By Steve Jenkins and Robin Page • <u>Duckling Days</u> by Karen Wallace 	<p>www.schoolwidedfundamentals.com</p> <p>author videos</p> <p>online resources</p> <p>(See Destiny Link at individual school websites)</p>

**Grade Kindergarten English Language Arts
Unit 6 Reading**

<ul style="list-style-type: none"> • <u>What Do You Do When Something Wants to Eat You?</u> By Steve Jenkins • <u>Seahorses</u> by Sylvia M. James • <u>A Day With a Carpenter</u> by Joanne Winne • <u>Markets</u> by Cassie Mayer • <u>Phases of the Moon</u> by Gilla M. Olsen • <u>Sturdy Turtles</u> by Kathleen Martin James • <u>Taking Care of Babies</u> (Newbridge Big Book) • <u>Animal Babies</u> by Harry McNaught <p>-Language Arts Addendum -<i>Making Meaning</i></p> <p><u>Teacher</u></p> <p>-Supporting Materials for Unit -Student Assessment Data -<i>Guided Reading</i> by Fountas and Pinnell -<i>Word Matters</i> by Fountas and Pinnell -Language Arts Addendum -Science Curriculum Guide -Cueing Systems and Strategy Prompts -<i>Foundations</i> -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik -<i>Making Meaning</i></p>	
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Interdisciplinary Connection
Link to science and social studies

**Grade Kindergarten English Language Arts
Unit 7 Reading**

Subject(s)	Reading Language Arts
Unit of Study	Understanding Stories – Unit 7
Pacing	15 Instructional Days + (5 re-teach/enrichment days)

Overarching Standards (OS)

CCR.K.RL.10 Actively ENGAGE in group reading activities with purpose and understanding.
CCR.K.RI.10 Actively ENGAGE in group activities with purpose and understanding.
CCR.K.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCR.K.L.5 With guidance and support from adults, EXPLORE word relationships and nuances in word meanings.
CCR.K.L.6 USE words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCR.K.RF.4 Read emergent reader text with purpose and fluency.

Priority and Supporting CCSS

CCR.K.RL.9 With prompting and support, COMPARE and CONTRAST the adventures and experiences of characters in familiar stories.
CCR.K.SL.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.
CCR.K.SL.6 SPEAK audibly and express thoughts, feelings, and ideas clearly.
CCR.K.L.5b DEMONSTRATE understanding of frequently occurring verbs and adjectives by relating them to their opposites.
CCR.K.L.5d DISTINGUISH shades of meaning among verbs and adjectives describing the same general action by acting out the meanings.

**Grade Kindergarten English Language Arts
Unit 7 Reading**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.9 <ul style="list-style-type: none"> • major events • main characters • evidence from the text (text to text connections) • familiar stories 	RL.9 Compare and Contrast (adventures and experiences of characters)	2,2
SL.2 <ul style="list-style-type: none"> • identify when things do not make sense • how to acquire information 	SL.2 CONFIRM (understanding of a text read aloud or information presented orally or through other media) ASK and ANSWER (questions about key details) REQUEST (clarification)	2 2,3 1

Essential Questions	Corresponding Big Ideas
How are character's adventures the same or different?	A reader looks for things that are the same and different in the adventures of the characters.

**Grade Kindergarten English Language Arts
Unit 7 Reading**

Learning Activities

Teacher Notes

Focus of Unit

- Comparing and contrasting characters in a variety of media formats (with prompting and support)
- Using questions to confirm understanding

Activities

Notes:

1. Students must have a deep understanding about characters before asking them to compare adventures and experiences of characters.
 2. Teachers may select how to incorporate the use of technology in order for students to demonstrate understanding of skills and concepts taught within the unit. Teachers should use audio versions of text in addition to print material and follow with guided questions.
- Students will compare and contrast the adventures and experiences of character(s) in familiar stories by identifying the important details of a story (Include other media such as an audio version or a short video.).
 - As an introduction to this unit (compare and contrast), model examples of things that are the same in the classroom. Do the same for things that are different. Have students orally share other examples, encouraging students to speak clearly and to use the words *same* and *different*. Introduce a Venn-diagram. Explain what that it is used to help you organize your thinking when you are comparing two things.
 - Model for students how to fill it in as you model the similarities and differences between a book and a notebook, or any other two things that can be compared. To check for understanding, ask students to tell you something that is true about the information that you added into the Venn-diagram, (e.g., “*The book and the notebook both have square pages. The book is smaller than the notebook.*”).
 - Model for students how to work in pairs to discuss ways in which their books are the same

**Grade Kindergarten English Language Arts
Unit 7 Reading**

and ways in which they are different. Encourage them to be look for specific information using descriptive details.

- *I have a book that's about _____ . What is your book about?*
 - *Look at this page. This page is just like your page on ____ because ____ .*
 - *Our books are both about _____ but the pages are different.*
 - *My book is all about _____ and they have _____ and they eat _____ .*
- Follow *Making Meaning*, Unit 2, Week 3, Days 1-2, pages 72-79 focusing on the experiences of the main character and answering questions to understand the story. Reread When Sophie Gets Angry, Really, Really Angry (page 54 in *Making Meaning*) and discuss the main character's experiences, comparing Nora's experience in Noisy Nora to Sophie.
- Note:** Before reading, explain to students that it is important to know about the characters, the setting and the events in a story to help them better understand characters in stories. Students will use their background knowledge to make predictions to acquaint themselves with the characters. Students will focus on the illustrations while paying close attention to the characters' facial expressions, body language and gestures to gain insight into the characters' moods and feelings
- Continue to model and think aloud how to identify the various characters' adventures and experiences. Record these adventures and experiences for each of the books using graphic organizers. During reading, stop often and model for students how to act out lines of dialogue (e.g., ask students to repeat lines of dialogue, mimicking the characters thoughts or feelings). If there are no lines of dialogue, model how to use the pictures and the story to figure out how the character may be feeling or acting. Have students share what they are noticing about what the character's actions or feelings. Encourage students to identify where in the text they noticed these actions or feelings. Students can also act out the opposites.

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Unit 7 Reading**

	What we <i>noticed</i> about the character...	Important Vocabulary	Page Number
In the beginning...			
And now...			
Next...			

- After rereading familiar texts, students will compare and contrast various characters' adventures and experiences. Provide opportunities for students to reread and talk about some of their favorite characters that they have read about and how those characters may have acted. Students can act out different parts, noticing patterns and similarities among characters. Discussion prompts include:
 - *In both stories...*
 - *Who are the main characters we are comparing?*
 - *How were your characters similar?*
 - *How were your characters different?*
- Possible Informal Assessment Activities:
 - Students can listen to a story and then work in small groups to re-enact different parts of the story, emphasizing how the characters feels or acts while speaking audibly.
 - Students can draw pictures to compare two characters. Label and write about pictures as ways to differentiate.
 - After listening to a story, students can create flip books where students draw and write about how the character changes throughout the story.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

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Unit 7 Reading**

Vocabulary
<p>Adjective- a part of speech that describes a person, place or thing</p> <p>Character- a person, thing, or an animal in a story, play, book or movie</p> <p>Compare- to tell how two or more things or ideas are alike</p> <p>Event- a happening in a story, book, play or poem</p> <p>Evidence- something that shows, proves or gives reason</p> <p>Key Details- the most important point</p> <p>Media- a way of communicating information (e.g., video, movie)</p> <p>Opposite- something that is completely different from another</p> <p>Sequence of Events- the order in which things happen in a story</p> <p>Shades of meaning- small differences in meaning between similar words</p> <p>Topic- the main thought</p> <p>Verb- a part of speech that expresses action</p>

Assessment	Performance Task
<p><u>Formal</u> -MAP</p> <p><u>Informal</u> -Teacher Observation -Anecdotal Notes -Written Picture Response (Draw and/or Write) and other - Student Work from Unit Activities -Running Records -Rubric for Oral Presentations</p>	<p>TBD</p>

**Grade Kindergarten English Language Arts
Unit 7 Reading**

Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p><u>Instructional</u></p> <p>-Student Work</p> <p>-Leveled Texts-Fiction</p> <p>-Songs, Rhymes, and Poetry</p> <p>-Anchor Text:</p> <ul style="list-style-type: none"> • <u>Noisy Nora</u> by Rosemary Wells from <i>Making Meaning</i> • <u>When Sophie Gets Angry, Really, Really Angry</u> by Molly Bang from <i>Making Meaning</i> • <u>Knuffle Bunny</u> by Mo Willems (in Fundamentals of Writing) (120L) • <u>Knuffle Bunny Too</u> by Mo Willems (690AD Adult Directed) • <u>Wemberly Worried</u> by Kevin Henkes (120L) <p>-Additional Text Suggestions: (Books with familiar characters)</p> <ul style="list-style-type: none"> • Mean Soup by Betsy Everett • Today I Feel Silly and Other Moods That Make My Day by Jamie Lee Curtis • <u>I Love You So Much</u> by Carl Norac • <u>Will I Have A Friend ?</u> by Miriam Cohen • <u>Arthur</u> Series, by Marc Brown (range of Lexile levels) 	<p>www.schoolwidedfundamentals.com</p> <p>author videos</p> <p>online resources (See Destiny Link at individual school websites)</p>

**Grade Kindergarten English Language Arts
Unit 7 Reading**

<ul style="list-style-type: none">• <u>Goldilocks and The Three Bears</u>• <u>Beware of the BEARS!</u> By Alan MacDonald• DVDs of Arthur series <p>-Language Arts Addendum <i>-Making Meaning</i></p> <p><u>Teacher</u></p> <p>-Supporting Materials for Unit -Student Assessment Data -<i>Guided Reading</i> by Fountas and Pinnell -Word Matters by Fountas and Pinnell -Cueing Systems and Strategy Prompts -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik -Language Arts Addendum -<i>Foundations</i> -<i>Making Meaning</i></p>	
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Interdisciplinary Connections

**Grade Kindergarten English Language Arts
Unit 8 Reading**

Subject(s)	Reading Language Arts
Unit of Study	Similarities and Differences – Unit 8
Pacing	15 Instructional Days + (5 re-teach/enrichment days)

Overarching Standards (OS)

CCR.K.RL.10 Actively ENGAGE in group reading activities with purpose and understanding.
CCR.K.RI.10 Actively ENGAGE in group activities with purpose and understanding.
CCR.K.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCR.K.L.5 With guidance and support from adults, EXPLORE word relationships and nuances in word meanings.
CCR.K.L.6 USE words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCR.K.RF.4 Read emergent reader texts with purpose and fluency.

Priority and Supporting CCSS

CCR.K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
 CCR.K.RI.8 With prompting and support, IDENTIFY the reasons an author gives to support points in a text.
CCR.K.RI.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).
CCR.K.SL.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.
 CCR.K.SL.6 SPEAK audibly and express thoughts, feelings, and ideas clearly.
CCR.K.L.4a IDENTIFY new meanings for familiar words and apply them accurately.
 CCR.K.L.4b USE frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
 CCR.K.L.5b DEMONSTRATE understanding of frequently occurring verbs and adjectives by relating them to their

**Grade Kindergarten English Language Arts
Unit 8 Reading**

opposites.
CCR.K.L.5d **DISTINGUISH** shades of meaning among verbs describing the same general action by acting out the meanings.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.3 <ul style="list-style-type: none"> • Individuals • Events • Pieces of information 	RI.3 DESCRIBE (the connection between two individuals, events, ideas or pieces of information)	1, 2
RI.9 <ul style="list-style-type: none"> • purpose of text • similarities/compare • differences/contrast • illustrations/pictures • descriptions/details • procedures/steps (e.g., directions, recipes) 	RI.9 IDENTIFY (similarities and differences between two texts on the same topics)	1,3
SL.2 <ul style="list-style-type: none"> • topic of a text • major events • when things do not make sense • how to acquire information 	SL.2 CONFIRM (understanding of a text read aloud or information presented orally or through other media) ASK and ANSWER (questions about key details) REQUEST (clarification)	2 2,3 1
L.4a <ul style="list-style-type: none"> • school • seasons • weather 	L.4a IDENTIFY (new meanings for familiar words, e.g., <i>duck</i> is a bird and learning the verb to <i>duck</i>) APPLY (new meanings accurately)	1 3

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Unit 8 Reading**

<p>L.5b</p> <ul style="list-style-type: none"> • verbs • adjectives • common synonyms and antonyms 	<p>L.5b DEMONSTRATE (understandings of verbs and adjectives) RELATE (to opposites)</p>	<p>2</p> <p>4</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. Why can we learn from informational text? 2. How do informational books on the same topic look different? 	<ol style="list-style-type: none"> 1. Informational texts are usually written to tell about a topic? 2. Authors use different text features to tell about a topic?

Learning Activities	
<p>Focus of Unit (Informational Texts-connect to a science experiment that may be working on or to a social studies topic that you are studying)</p> <ul style="list-style-type: none"> • Text to text connections between individuals, events or ideas • Identifying similarities and differences between texts on same topic (Think themes: Community Workers, Weather, etc...) • Understanding new meanings for familiar words <p>Activities</p> <p>Notes:</p> <p>1. Revisit word solving strategies that have been taught throughout the year. Remind students that as they read informational text, they may come across words they may have never seen before (e.g., If reading an informational text about flowers, they may see words about flower parts) or that some words that they may know may have different meanings (e.g. knowing that a duck is a bird and learning the verb to duck). Continue to model how to figure out the new meanings of words (e.g., <i>What might this word mean? Are there any clues in the picture? Are there any clues in other words on the page?</i>)</p>	<p style="text-align: center;">Teacher Notes</p>

Grade Kindergarten English Language Arts Unit 8 Reading

2. Teachers may select how to incorporate the use of technology in order for students to demonstrate understanding of skills and concepts taught within the unit. Teachers should use audio versions of text in addition to print material and follow with guided questions.

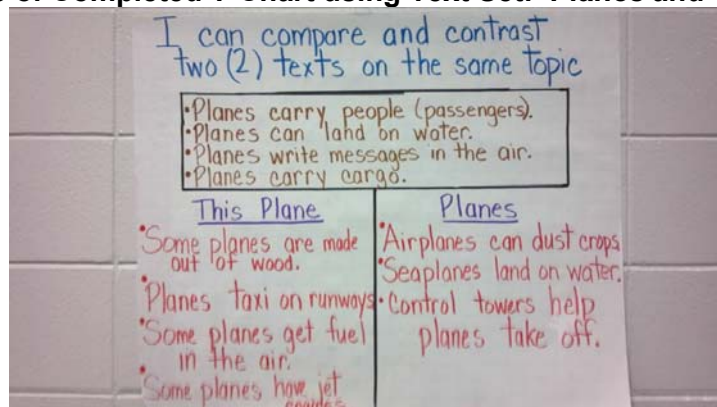
- Students will describe the connection between two individuals, events, ideas or pieces of information, and will then identify basic similarities and differences between two texts on the same topic.
 - Review with student the features of informational texts as well as the different reasons why authors write informational texts. Show examples of those texts that have already been read and review the main topics. As an introductory lesson, follow *Making Meaning*, Unit 6, Week 1, Days 1-2, pages 160-168 focusing on making connections.
 - Select a variety of informational texts that are related to the same topic to read aloud. As you read aloud each text, ask students what they think they may be learning about after previewing text. Students discuss what they see and what they know already about the topic to help build background knowledge and to begin to make connections between books, photos, etc... Provide time for students to share about what they noticed and begin to develop possible lists of things they may learn about. Pose questions to students that will help them to think about key points in the text and how to make connections with the information being read in that text. Discussion prompts include:
 - *What do you think we may read about on the next page? Why do you think so?*
 - *The author just told us that _____. Now, let's look at the illustration to see what else we can learn about _____.*
 - *What information is found in this picture?*
 - *How do the photos tell you more about _____?*
 - *Why does the author tell you about _____ on this page? How does it connect to what we just read on the page before?*
 - *How are _____ and _____ related?*

Grade Kindergarten English Language Arts Unit 8 Reading

Note to teachers: Use visuals or charts to show connections between information within a text. Begin to categorize pieces of information. Students can draw pictures to show relationships. Illustrate important points in a text such as a process in science, a timeline of events in SS, or steps in a math problem.

- Remind readers that the real purpose of reading informational texts is to grow smarter about our world. Let them know when readers want to know more about a topic they set out to find several texts on that topic. Reread text sets that have already been read to students, discussing the purpose for rereading: *“You have probably noticed how some of the informational texts we have been reading are on the same topic. Good readers will find ways texts on the same topic are similar and different while reading. That is what we are going to learn about.”*
- As you introduce text sets (*see sample lesson sequence on following page), begin to discuss what they learned for each book. Reread text sets and begin to chart how those text sets are similar and different (i.e., venn-diagram, T-Chart). Discussion prompts include:
 - *What information did you learn in this book that you also learned in the other book?*
 - *What information did you learn in this book that was not in the other book?*
 - *How are the illustrations similar or different in the two books?*

Example of Completed T-Chart using Text Set: *Planes* and *This Plane*



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Unit 8 Reading**

***Sample Lesson Sequence using Text Sets:**

Day 1: While reading a text to students or having them listen to an audio text, students use a colored sticky note to write or draw about something the author told them. Place sticky notes on one side of the Venn-Diagram.

Day 2: Use a different book on the same topic and follow Day 1 using a different colored sticky note. Place those on the other side of the Venn-Diagram. Students then move the notes to the middle if both texts addressed a similar concept.

- After reading text sets, provide time for students to orally discuss ways in which the texts are similar and different.
- Possible Independent/Informal Assessment Activities:
 - As part of a center, place two texts you have previously read with the students in the center. Students can sort photos and illustrations in different ways and talk about how they have sorted them (think of categories).
 - As part of a center, place two texts you have previously read with the students in the center. Students can fold a large piece of paper in half and then draw and write about what they learned in Book A and what they learned in Book B. Students can share with class.
 - Students meet in a small group after reading the same text. Provide the group a large piece of drawing paper for students to record words or pictures that come to mind. Then have small groups share out.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

**Grade Kindergarten English Language Arts
Unit 8 Reading**

Vocabulary
Adjective- a part of speech that describes a person, place or thing
Connection- an association or a relationship; a link
Differences- a way in which two or more things are not alike
Event- a happening in a story, book, play or poem
Feeling- an emotion or an opinion
Idea- a thought or a plan carefully formed in the mind
Key details- the most important parts of a whole
Media- a way of communicating information
Prefix- a word part added to the beginning of the root word that changes its meaning
Similarity- a way in which two or more things are alike
Text feature- an element that stands out from other parts of text to help the reader understand information
Text purpose- the author's intention or desired result for the text
Topic- the main thought or subject of a written work
Thought- an idea formed in the mind
Verb- a part of speech that expresses an action

Assessment	Performance Task
<p><u>Formal</u> -MAP -Rubrics</p> <p><u>Informal</u> -Teacher Observation -Anecdotal Notes -Student Work from Learning Activities -Running Records -Rubric for Oral Presentations</p>	TBD

**Grade Kindergarten English Language Arts
Unit 8 Reading**

Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p><u>Instructional</u></p> <p>-Student Work</p> <p>-Informational Texts (Including Science and Social Studies)</p> <p>-Leveled Informational Text</p> <p>-Anchor Texts:</p> <ul style="list-style-type: none"> • <u>A Day with a Doctor</u> by Jan Kottke from <i>Making Meaning</i> • <u>A Day with a Mail Carrier</u> by Jan Kottke from <i>Making Meaning</i> <p>-Additional Text Suggestions:</p> <ul style="list-style-type: none"> • <u>A Day with Paramedics</u> by Jan Kottke • <u>Dr. Kanner, Dentist with a Smile</u> by Alice K. Flanagan <p>-Language Arts Addendum</p> <p>-<i>Making Meaning</i></p> <p><u>Teacher</u></p> <p>-Supporting Materials for Unit</p> <p>-Student Assessment Data</p> <p>-<i>Guided Reading</i> by Fountas and Pinnell</p> <p>-<i>Word Matters</i> by Fountas and Pinnell</p> <p>-Science Curriculum Guide</p> <p>-Language Arts Addendum</p>	<p>www.schoolwidedfundamentals.com</p> <p>author videos</p> <p>online resources</p> <p>(See Destiny Link at individual school websites)</p>

**Grade Kindergarten English Language Arts
Unit 8 Reading**

<ul style="list-style-type: none">-Cueing Systems and Strategy Prompts-<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik-<i>Making Meaning</i>	
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Interdisciplinary Connections	
Connections to Science and Social Studies texts including How-To Texts	