



Curriculum Map

ELA Grade K

Sacramento City Unified
School District

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Kindergarten Grade Year-at-a-Glance				
	Month/# of weeks	Unit	Supplemental Material	ELA Standards
Approx. District Benchmark 1	Sept, Oct/8 weeks	Unit # 1: Launching the Year - Reading and Writing		RL, RI, W.1, W.2, W.3, SL, L
	Nov/4 weeks	Unit # 2: Narrative – Reading and Writing Personal or Imagined Narratives	Core Ready: The Journey to Meaning; A Picture is Worth...	RL, W.3, SL, L
	Dec/3 weeks	Unit # 3: Informative/Explanatory – Reading and Writing How-to/Procedural		RI, W.2, SL, L
Approx. District Benchmark 2	Holiday Break			
	Jan, Feb/6 weeks	Unit # 4: Informative/Explanatory – Reading and Writing Informational Books	Core Ready: The Road to Knowledge; Connecting the Dots	RI, W.2, SL, L
	Feb/3 weeks	Unit # 5: Opinion/Argument – Reading Opinions and Writing Reviews		RI, W.1, SL, L
Approx. District Benchmark 3	March/3 weeks	Unit # 6: Opinion/Argument -- Reading Literature and Writing Book Recommendations	Core Ready: The Power to Persuade; I Have a Voice	RL, W.1, W.9, SL, L
	April/3 weeks	Unit # 7: Poetry - Reading and Writing Poetry		RL, RI, W1, W2, W3, SL, L
CAASPP (Smarter Balanced Summative Test)	May/4 weeks	Unit # 8: Narrative – Reading and Writing Personal or Imagined Narratives	Core Ready: The Shape of Story; Elements of Fiction	RL, W.3, SL, L
	June/2 weeks	Unit # 9: Reflecting on Growth as Readers and Writers & Setting Goals		W.10, SL, L

Unit #1: Launching the Year of Reading and Writing
(Approximately 8 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, retell familiar stories, including key details.
- K.3 – With prompting and support, identify characters, settings, and major events in a story.

Reading Standards for Informational Text:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, identify the main topic and retell key details of a text.

Writing Standards:

- K.5 – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening:

- K.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups..
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
- K.2 – Confirm understanding of a text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.3 – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.4 – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- K.6 – Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

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

Foundational Skills & Additional Language Standards: see separate document

College and Career Descriptors:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- Offer opinions in conversations using an expanded set of learned phrases, as well as open responses, in order to gain and/or hold the floor or add information to an idea.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect.

Part 2: Learning About How English Works

- Apply understanding of how different text types are organized predictably, to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<ul style="list-style-type: none"> How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development? <p>Reading:</p> <ul style="list-style-type: none"> How do we become strong readers? How do we help each other become strong readers? <p>Writing:</p> <ul style="list-style-type: none"> How do we become strong writers? How do we help each other become strong 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for 	<p>Rituals and Routines:</p> <ol style="list-style-type: none"> Learn and internalize routines to create a safe and productive learning community. Develop and follow agreed-upon rules for discussion to make collaboration productive and effective. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback. <p>Reading: Note- Reading time will grow over time. Use extra time for teacher read alouds where students can practice discussion protocols introduced during rituals and routines, etc.)</p> <ol style="list-style-type: none"> Describe what reading time looks and sounds like to understand their responsibility in it. 	<p>Rituals and Routines:</p> <ol style="list-style-type: none"> Introduce and practice protocols daily to internalize effective use of: <ul style="list-style-type: none"> Time & place for gathering (how to enter/exit). Student access to supplies (e.g., classroom library books, paper, pencils, writing folders, etc.) Student independent work time (location, transition to location, time frame, working with peers, and respectful use of learning supplies). Introduce discussion protocols for partner, small group, and whole class discussions using a looks like/sounds like/feels like chart. <ul style="list-style-type: none"> Reading & writing partners at gathering place (how to physically turn and talk). Conversation expectations (e.g., eye contact, body language, volume/tone of voice). Introduce and practice academic language stems categorized by purpose using student friendly topics (e.g., taking turns, listening vs. speaking, repeating for clarification, ways to agree/disagree, building on responses, etc.) <p>Reading: Daily introduce more about reading time (Co-create charts for students with visual references).</p> <ol style="list-style-type: none"> Introduce- What will reading time look like in our classroom? 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g graphic 	<p>OCR Selections:</p> <p><i>Look Out Kindergarten, Here I Come!</i> by Nancy Carlson</p> <p><i>Chrysanthemum</i> by Kevin Henkes</p> <p><i>Swimmy</i> by Leo Lionni</p> <p><i>Big Al</i> by Andrew Clements</p> <p><i>Bunny Cakes</i> by Rosemary Wells</p> <p><i>Tillie and the Wall</i> by Leo Lionni</p> <p><i>Hello Ocean</i> by Pam Munoz Ryan</p> <p><i>Ginger</i> by Charlotte Voake</p> <p><i>Anabelle Swift, Kindergartener</i></p>

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
writers?	<p>capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> • Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals • Rubrics constructed by the teacher and/or the students and completed by either or both • Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle</p> <p>Assessments- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand 	<ol style="list-style-type: none"> 2. Develop the habit of reading daily to become life-long readers. 3. Build stamina to sustain independent reading. 4. Ask and answer detailed questions to demonstrate active listening of read alouds. 5. Read daily to build strong reading habits. 6. Use self-assessment and self-management toward managing their independent reading time. 7. Learn and internalize reading habits to manage independent reading time. 8. Understand that readers read for different purposes under a variety of conditions and circumstances to build good reading habits (e.g. for fun, with a partner, small group). 9. Read, listen, and talk with partners about one text to build comprehension and learn from others. 	<ol style="list-style-type: none"> 2. Show the class your library books and other reading resources (e.g., magazines, newspapers, etc.) Co-create a chart- What do great readers read? Why do great readers read? 3. Track progress of stamina on a bar graph during independent reading time (reflect on why class made gains or losses). 4. Co-create a chart and model- How do we listen to read alouds. 5. Introduce that readers read in the same location - Where do great readers read? 6. Co-create a chart with icons of: <ul style="list-style-type: none"> • How do great readers take care of books? • How do I get books? • Where do I get books for my reading box/bag/bucket? 7. Co-create a Looks Like-Sounds Like-Feels Like chart of what it looks like to READ the whole time. 8. Brainstorm a list of possible reading conditions and purpose (e.g., cereal boxes for nutritional value, street signs for directions). 9. Model how partners think about a book and its pictures while they are reading and can share what they are thinking. Co-create a chart with discussion frames of how partners can read listen and discuss. Use fish bowl, students engaged in partner reading and share what they notice about how the partners are reading. 	<p>organizers, written instructions, etc.</p> <ul style="list-style-type: none"> • Movement • Multiple means of representation and expression • Alternate output and input options, e.g. audio and/or video text, technology • Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. • Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p>by Amy Schwartz</p> <p><i>Boomer Goes to School</i> by Constance W. McGeorge</p> <p><i>The American Wei</i> by Marion Hess Pomeranc</p> <p>Core Ready provided titles: <i>Are You my Mother?</i> <i>Chalk</i> <i>Don't Let the Pigeon Drive the Bus!</i> <i>Good Dog, Carl</i> <i>Kitten's First Full Moon</i> <i>Little Bear</i> <i>The Other Side</i> <i>Owl at Home</i> <i>Pancakes for Breakfast</i></p> <p>Suggested Trade Books:</p> <p><i>Bippity Bop</i> <i>Barbershop</i> by Natasha Anastasia</p>

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<ul style="list-style-type: none"> End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> CAASPP CELDT Portfolio 	<p>10. Write or draw a reflection to demonstrate understanding of their responsibilities during reading time.</p> <p>11. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification.</p> <p>Writing:</p> <ol style="list-style-type: none"> Learn and understand the structure and routines of a writing time to become part of the writing community. Establish the use of a writing pocket folder to hold and organize writing and reflect on work in progress. See themselves as authors to develop their writing identity. Learn how to choose a topic to write about to become independent writers. Write and draw the best they can to practice telling stories. Learn how to use writing supplies appropriately to gain independence. Learn how to use illustrations to tell a story. Learn how to use resources in the classroom to assist writing. 	<p>10. Create a personal written/visual of “I am a good reader, this is what I look like”.</p> <p>11. Allow students to share their “When I am a great reader, this is what I look like” visual in a share chair to the class and have them set a goal(s).</p> <p>Writing:</p> <ol style="list-style-type: none"> Introduce writing time with a visual -“What is Writing Time?” Model using a folder every day. Mark one side finished and one unfinished. Model how to put papers in and take papers out and revisit the same writing piece the next day. Co-create a chart -“What do Writer’s Write?” Create a class “Heart Map” to generate writing ideas- “What Can I Write About?” Model and Co-create a chart of “How Can I Think and Draw like a Writer?” Display materials for writing workshop- Model “How do I take care of my writing? Use my writing folder.” Model telling a story by drawing and telling, drawing and telling, drawing and telling. Allow students time to try and practice drawing to tell stories. Introduce and model daily how writers use resources when writing (word wall, anchor charts, word lists, etc.) 		<p>Tarpley</p> <p><i>Hot Dogs</i> by Beverly Randall</p> <p><i>Max’s Bedtime</i> by Rosemary Wells</p> <p><i>Molly at the Seashore</i> by Kate Pope and Liz Hope</p> <p><i>Molly in the Garden</i> by Kate Pope and Liz Hope</p> <p><i>Nightshift Daddy</i> by Eileen Spinelli</p> <p><i>Peter’s Chair</i> by Ezra Jack Keats</p> <p><i>The Big Kick</i> by Beverly Randall (Rigby)</p> <p><i>Wake Up, Dad!</i> by Beverly Randall (Rigby)</p> <p>Suggested</p>

Unit #1: Launch – see charts, etc. @ www.scusd.edu/ela					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		9. Write and/or draw daily with purpose and understanding to build strong writing habits. 10. Engage in writing for increasingly longer stretches of time to sustain their work and get a lot done 11. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits 12. Understand a writer's work is never done to maintain stamina 13. Read, listen, and talk with peers/ partners about their writing to strengthen writing ideas and learn from others 14. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification 15. Reflect on their own learning process to articulate their learning and set goals to develop their identities as writers Speaking and Listening: Embedded above.	9. Model how writers visualize their stories to tell and write them. 10. Bring in a bag of special things and model how to come up with writing ideas to write a lot about. 11. Co-create a chart of how and why "Writer's Confer with the Teacher". 12. Co-create a chart of "Great Writers Are Never Done"- what to do when you think you are done. 13. Model choosing a story and sharing it with a partner. Allow students to practice sharing one of their own stories with a partner. 14. Introduce the author's chair. 15. Create a class "Dear Reader" letter that reflects on what was learned and sets a goal(s). Speaking and Listening: Embedded above.		Professional Books/Links: Re: Differentiation: Universal Design for Learning <i>Growing Readers</i> by Kathy Collins <i>Talking, Drawing, Writing: Lessons for our Youngest Writers</i> by Martha Horn and Mary Ellen Giacobbe <i>In Pictures and Words, Teaching the Qualities of Good Writing Through Illustration Study</i> by Katie Wood Ray

Unit #2: Narrative – Reading and Writing Personal or Imagined Narrative
(Approximately 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, retell familiar stories, including key details.
- K.3 – With prompting and support, identify characters, settings, and major events in a story.
- K.6 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- K.7 – With prompting and support, describe the relationship between the illustrations and the story in which they appear.
- K.10 – Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational text:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, identify the main topic and retell key details in a text.
- K.3 – With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.
- K.7 – With prompting and support, describe the relationship between illustrations and the text in which they appear.
- K.10 – Actively engage in group reading activities with purpose and understanding.

Writing Standards:

- 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.
- K.5 – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- K.7 – Participate in shared research and writing projects.
- K.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- K.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups..
 - a. Follow agreed-upon rules for discussions.
 - b. Continue a conversation through multiple exchanges.

- K.2 – Confirm understanding of a text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.3 – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.4 – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- K.5 – Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K.6 – Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

- K.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- K.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills & Additional Language Standards: See separate document.

College and Career Descriptors:

- 1. Demonstrate independence.
- 2. Build strong content knowledge.
- 3. Respond to the varying demands of audience, task, purpose, and discipline.
- 4. Comprehend as well as critique.
- 5. Value evidence.
- 6. Use technology and digital media strategically and capably.
- 7. Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- 2. Offer opinions in conversations using an expanded set of learned phrases, as well as open responses, in order to gain and/or hold the floor or add information to an idea.
- 3. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- 4. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- 5. Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect.

Part 2: Learning About How English Works

- Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.
- Expand noun phrases in a wide variety of ways in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.

Unit #2: Narrative – Personal or Imagined					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading personal narratives? What are the characteristics of personal narratives? How are personal narratives structured and crafted? Why? How should we read them as a result? What language features are used in personal narratives? Why? Writing: <ul style="list-style-type: none"> How do personal narrative 	<p>Refer to the CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews 	<p>Reading:</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Read pictures to aide comprehension of stories (Core Ready Lesson 1 and 2) Identify the setting in a story to improve comprehension (Core Ready Lesson 3) Identify important events to improve comprehension (Core Ready Lesson 4) Infer character emotions to improve comprehension (Core Ready Lesson 5) Pay attention to character, setting, problem, and solution to improve comprehension (Core Ready Lesson 6) 	<p>Reading:</p> <p>Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> Use a "Telling Stories from Pictures" chart. (Core Ready Lesson 1) and Revisit the "Telling Stories from Pictures" chart. (Core Ready Lesson 2) Revisit the "Telling Stories from Pictures" chart. (Core Ready Lesson 3) Use partner talk protocols. (Core Ready Lesson 4) Revisit the "Telling Stories from Pictures" chart. (Core Ready Lesson 5) Use a "Tell Me a Story" graphic organizer. (Core Ready Lesson 6) 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g. graphic 	<p>OCR Selections: TBD</p> <p>Core Ready : The Journey to Meaning: Grade K: A Picture is Worth...Close Reading of Photos and Illustrations</p> <p>CORE READY provided trade books TBD</p> <p><i>Suggested Trade Books: TBD</i></p> <p><i>Suggested Professional Books for further study: TBD</i></p>

Unit #2: Narrative – Personal or Imagined					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>writers structure and craft their pieces? Why?</p> <ul style="list-style-type: none"> How do personal narrative writers use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about personal or imaginative narratives? 	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher 	<ol style="list-style-type: none"> Determine the mood of the story to improve comprehension (Core Ready Lesson 7) Think about how the pictures and words go together to improve comprehension (Core Ready Lesson 8) Use illustrations and photographs to tell stories to share with the world (Core Ready Lesson 9) Reflect on what they’ve learned about stories to further their learning (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Get inspiration for their illustrations from real life and their imagination to help collect ideas for their writing (Core Ready Lesson 1) Revise stories by adding carefully thought out details to help tell a more interesting story (Core Ready Lesson 2) Think about specific details to make indoor and outdoor settings more realistic (Core Ready Lesson 3) Use adjectives to enrich oral descriptions of characters and settings (e.g., warm sunny day). (Language Feature 2) Include action and details when drawing characters to create a dynamic illustration that tells a story (Core Ready Lesson 4) Add facial expressions to their characters to enhance their story (Core Ready Lesson 5) Tell stories across multiple pages to show that there is a beginning, middle, and end (Core Ready Lesson 6) 	<ol style="list-style-type: none"> Use partner talk protocols. (Core Ready Lesson 7) Match text and illustrations with partners. (Core Ready Lesson 8) Use an “Outstanding Audience Members” chart. (Core Ready Lesson 9) Use a “Core Thinking Sheet” graphic organizer. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Use “Pictures That Tell A Story” graphic organizer. (Core Ready Lesson 1) Use “When I draw a Picture I Need to...” chart. (Core Ready Lesson 2) Revisit “When I draw a Picture I Need to...” chart from writing lesson 2. (Core Ready Lesson 3) Co-create a chart of “Awesome Adjectives” based on mentor text. (Language Feature 2) Co-create a simple chart of character actions. (Core Ready Lesson 4) Co-create an emotion word/ faces chart. (Core Ready Lesson 5) Use a “Story Boxes” graphic organizer. (Core Ready Lesson 6) 	<p>organizers, written instructions, etc.</p> <ul style="list-style-type: none"> Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	

Unit #2: Narrative – Personal or Imagined					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>Medium Cycle Assessments</p> <p>- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none">• Pre-unit, on-demand• End-of-unit/project/culminating task• Interim• Quarterly• Portfolio• Benchmarks• Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none">• CAASPP• CELDT• Portfolio	<p>8. Orally link events sequentially using a variety of connecting words/phrases (e.g., yesterday, next, once, then, at the end) (Language Feature 1)</p> <p>9. Use color to convey mood (Core Ready Lesson 7)</p> <p>10. Experiment with a variety of media to inspire creativity and excitement (Core Ready Lesson 8)</p> <p>11. Design dynamic covers for their work to give a clue to the reader a clue about what is important in their reader (Core Ready Lesson 9)</p> <p>12. Illustrate to share their work (Core Ready Lesson 10)</p> <p>Speaking and Listening Embedded above.</p>	<p>8. Co-create a chart of connecting words/phrases based on mentor text.(Language Feature 1)</p> <p>9. Revisit the emotion word/ faces chart. (Core Ready Lesson 7)</p> <p>10. Set up distinct centers to create illustrations. (Core Ready Lesson 8)</p> <p>11. Co-create a “What Goes on the Cover” list. (Core Ready Lesson 9)</p> <p>12. Co-create a “Choosing my Best work” chart. (Core Ready Lesson 10)</p> <p>Speaking and Listening Embedded above.</p>		

Unit #3: Informative/Explanatory – Reading and Writing How-to/Procedural
(Approximately 3 weeks)

ELA Common Core Content Standards:

Reading Standards for Information:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, identify the main topic and retell key details of a text.
- K.3 – With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.4 – With prompting and support, ask and answer questions about unknown words in a text.
- K.7 – With prompting and support, describe the relationship between illustrations and the text in which they appear.
- K.10 – Actively engage in group reading activities with purpose and understanding.

Writing Standards:

- K.2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- K.5 – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing including in collaboration with peers.
- K.7 – Participate in shared research and writing projects.
- K.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- K.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions.
 - b. Continue a conversation through multiple exchanges.
- K.2 – Confirm understanding of a text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - a. Understand and follow one- and two-step oral directions.
- K.3 – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.5 – Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K.6 – Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

- K.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- K.4 – Determine the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- K.5 – With guidance and support from adults, explore word relationships and nuances in word meanings.
- K.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills & Additional Language Standards: see separate document

College and Career Descriptors:

- 1. Demonstrate independence.
- 2. Build strong content knowledge.
- 3. Respond to the varying demands of audience, task, purpose, and discipline.
- 4. Comprehend as well as critique.
- 5. Value evidence.
- 6. Use technology and digital media strategically and capably.
- 7. Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- 2. Offer opinions in conversations using an expanded set of learned phrases, as well as open responses, in order to gain and/or hold the floor or add information to an idea.
- 3. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- 4. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- 5. Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect.

Part 2: Learning About How English Works

- 1. Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.
- 2. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time in shared language activities guided by the teacher and independently.
- 3. Expand simple and compound sentences with prepositional phrases to provide details in shared language activities guided by the teacher and independently.

Unit #3: How-to					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading how-to/procedural text? What are the characteristics of how-to/procedural writing? How are how-to/procedural texts structured and crafted? Why? How should we read them as a result? What language features are used in how-to/procedural texts? Why? Writing: <ul style="list-style-type: none"> How do writers of 	Types of assessment practices: Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning: <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for 	Reading: On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning: <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Name and define the features of how-to/procedural text to understand the genre Read how-to/procedural text by asking and answering questions about the text to understand the text Use text features to determine the purpose of how-to/procedural text With prompting, ask and answer questions about unknown words in a text Identify and explain the relationship between two or more steps in a how-to/procedural text to understand sequencing 	Reading: Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features. On-going use of Six Basic Reading Comprehension Strategies: Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use. <ol style="list-style-type: none"> Provide a variety of how-to/procedural text Co-create a chart that lists and defines the features of how-to/procedural text Teacher models how to read and discuss what the author is trying to teach them. Students try with a different example Co-create chart of strategies to help with clarifying words and phrases (e.g., using pictures to support understanding) Discuss why some steps are necessary or not necessary 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	OCR Selections: TBD CORE READY Trade books provided: TBD <i>Suggested Trade Books:</i> <i>Let's Make Pancakes</i> by Emma Rossi <i>Milkshake</i> by Rachel Griffiths and Margaret Clyne <i>Making Spaghetti</i> by Sara O'Neil <i>Making Pizza</i> by Jack Hastings <i>How to Make Slime</i> by Lori Shores and Gail Saunders <i>How to Build a</i>

<p>how-to/procedural texts structure and craft their texts? Why?</p> <ul style="list-style-type: none"> How do writers of how-to/procedural texts use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about How to/Procedurals? 	<p>capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle</p> <p>Assessments- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task Interim Quarterly 	<ol style="list-style-type: none"> Use connecting words or cardinal numbers (e.g., 1, 2, 3) to understand how ideas are linked sequentially. (Language Feature 1) Interpret visuals to help support understanding of the text Identify temporal words and phrases to understand the sequence of steps in how-to/procedural text Compare and contrast two how-to/procedural texts on the same topic to consider different ways procedures may be presented Reflect on their learning about how-to/procedural text to grow their understanding of the genre <p>Writing:</p> <ol style="list-style-type: none"> Notice and deconstruct how how-to/procedural writers craft how-to/procedural writing. Determine what they're experts in so they can teach their reader Participate in a shared writing experience in order to internalize the process of writing their own how-to Use imperative voice to give instructions (e.g., Take the lid off the jar). (Language Feature 2) Visualize a logical sequence of steps. Write directions to explain steps in a process Evaluate sequence of steps to make sure they can be followed and make sense 	<ol style="list-style-type: none"> Model identifying steps in a process and discuss ways to show sequencing (Language Feature 1) Read and discuss with a partner how visuals help with understanding the text better Read text and co-create a class chart of temporal words and phrases used in how-to/procedural text Use a class Venn diagram to compare and contrast two texts Discuss essential questions with a partner or in small groups and write a shared class reflection paragraph <p>Writing:</p> <ol style="list-style-type: none"> Provide a variety of how-to/procedural text and record what they notice on a co-created noticing chart <ul style="list-style-type: none"> Title Numbers Pictures/illustrations Sequential steps to follow Co-create a class expert chart and have students create their own Shared writing of a how-to (repeat multiple days on different topics) Notice in mentor text. Discuss purpose. (Language Feature 2) Use story board paper to sketch out the logical sequence of a process Use story board paper to write out the steps next to the illustrations Students partner up and act out steps to make sure they're clear to the reader 	<ul style="list-style-type: none"> Visuals, e.g. graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	<p><i>Fizzy Rocket</i> by Lori Shores and Gail Saunders</p> <p><i>How to Make a Mystery</i> by Lori Shores and Gail Saunders</p> <p><i>How to Build a Tornado</i> by Lori Shores and Julie Saunders</p> <p><i>The Sandcastle</i> by Jill McDougall</p> <p><i>Fruit Salad</i> by Jill Mc Dougall</p> <p><i>Making Ice Cream</i> by Jill McDougall</p> <p><i>Making Butter</i> by Jenny Feely</p> <p><i>Suggested Professional Books for further study:</i> TBD</p>
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	<ul style="list-style-type: none"> Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> CAASPP CELDT Portfolio 	<p>8. Use connecting words or cardinal numbers (e.g., 1, 2, 3) to link ideas sequentially.</p> <p>9. Provide additional and important information in the form a tip to enhance the how-to/procedural text for the reader</p> <p>10. Use prepositional phrases to add specificity (e.g., Place the seeds <i>in the dirt.</i>) (Language Feature 3)</p> <p>11. Revise their work with peers to make the piece clearer for the reader</p> <p>12. Edit their work with peers to help the reader understand the information on the page</p> <p>13. Share their discoveries and reflect on their learning of reading and writing how-to/procedural text so they can understand how much they’ve grown as a reader and writer of how-to/procedural text</p> <p>Speaking and Listening Embedded above.</p>	<p>8. Revisit mentor text and create a list of transition words or cardinal numbers that students can use in their writing. (Language Feature 1)</p> <p>9. Reread their writing to see what they need to warn the reader about.</p> <p>10. Notice use of prepositional phrases in mentor text/teacher model. Students read with a partner and add detail where needed to provide clarity. (Language Feature 3)</p> <p>11. Co-create and use a revision checklist</p> <p>12. Co-create and use a edit checklist</p> <p>13. Write a class “Dear Reader Letter”</p> <p>Speaking and Listening Embedded above.</p>		
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Unit #4: Informative/Explanatory – Reading and Writing Informational Books (Approx. 6 weeks)

ELA Common Core Content Standards:

Reading Standards for Literature:

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

Reading Standards for Informational Text:

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

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

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

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

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

K.6 – Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

K.7 – With prompting and support, describe the relationship between illustrations and the text in which they appear.

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

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

Writing Standards:

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

K.5 – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing including in collaboration with peers.

K.7 – Participate in shared research and writing projects.

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

Speaking and Listening:

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

a. Follow agreed-upon rules for discussions.

b. Continue a conversation through multiple exchanges.

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

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

- K.4 – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- K.5 – Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K.6 – Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

- K.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- K.2 – Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- K.4 – Determine the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- K.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills & Additional Language Standards: see separate document

College and Career Descriptors:

- 1. Demonstrate independence.
- 2. Build strong content knowledge.
- 3. Respond to the varying demands of audience, task, purpose, and discipline.
- 4. Comprehend as well as critique.
- 5. Value evidence.
- 6. Use technology and digital media strategically and capably.
- 7. Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

- 1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- 2. Offer opinions in conversations using an expanded set of learned phrases, as well as open responses, in order to gain and/or hold the floor or add information to an idea.
- 3. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- 4. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- 5. Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect.

Part 2: Learning About How English Works

- Use a wide variety of verbs and verb types in shared language activities guided by the teacher and independently.
- Combine clauses in a wide variety of ways to make connections between and join ideas in shared language activities guided by the teacher and independently.

Unit #4: Informational					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading informational text? What are the characteristics of informational text? How are informational texts structured and crafted? Why? How should we read them as a result? What language features are used in informational text? Why? Writing: <ul style="list-style-type: none"> How do writers of expert books 	Refer to the CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit Types of assessment practices: Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning: <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews 	Reading: On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning: <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Choose books on topics that interest them to establish their identities as readers (Core Ready Lesson 1) Use text features to identify topics and details. (Core Ready Lesson 2) Compare informational texts to stories to help students understand the difference in the genres (Core Ready Lesson 3) Distinguish between the author and illustrator of a book to understand their roles. (Core Ready Lesson 4) 	Reading: Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features. On-going use of Six Basic Reading Comprehension Strategies: Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use. <ol style="list-style-type: none"> Co-create a "Topics We Love to Learn About" chart. (Core Ready Lesson 1) Create a "Parts of a Book" diagram with labels. (Core Ready Lesson 2) Use the "Informational Text / Story" chart (for teacher reference) Provide a variety of storybooks and Informational books for students to sort (Core Ready Lesson 3) Use the "Thanks to the Author/Thanks to the Illustrator" graphic organizer. (Core Ready Lesson 4) 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity 	OCR Selections: <i>The Ocean</i> by Alan Baker <i>Patriotism</i> by Lucia Raatma Core Ready Lesson Sets, Grade Kindergarten: The Road to Knowledge: Connecting the Dots: Topics and Details in Informational Text CORE READY provided trade books TBD <i>Suggested Professional Books for further study:</i> TBD

Unit #4: Informational					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>gather information?</p> <ul style="list-style-type: none"> How do writers of expert books structure and craft their texts? Why? How do writers of expert books use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about informational text? 	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher 	<ol style="list-style-type: none"> Carefully examine pictures to better understand a topic. (Core Ready Lesson 5) Identify a main topic and find related details in a text to better understand the how information can be grouped. (Core Ready Lesson 6) Use captions to gain information (Core Ready Lesson 7) Notice new words and use strategies to help determine their meanings (Core Ready Lesson 8) Compare two informational books on the same topic to practice sharing ideas with others (Core Ready Lesson 9) Articulate what they have learned about informational text as a way to celebrate their learning (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Wonder about topics that interest them to help them research (Core Ready Lesson 1) Explore a variety of sources to understand that researchers have many ways to learn about a topic (Core Ready Lesson 2) Find and write down facts about their topics to research. (Core Ready Lesson 3) Use relational verbs (i.e., to be, to have) to supply information (e.g., Oceans are salty. Spiders have eight legs.). (Language Feature 1) Use fonts creatively to grab the reader’s attention. (Core Ready Lesson 4) 	<ol style="list-style-type: none"> Use close reading and partner talk protocols to discuss what information is learned from the photographs. (Core Ready Lesson 5) Teacher models using think-alouds how to identify how the author grouped their information. Students try collaboratively. (Core Ready Lesson 6) Use the “Duck Diagram” to introduce, then have students try reading captions in their books (Core Ready Lesson 7) Teacher models using close reading of pictures strategy. Students try. (Core Ready Lesson 8) Co-create a “Ways to Talk About Two Books” chart. (Core Ready Lesson 9) Co-create a class big book on “How To Read Information?” (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Use the “We Know/ We Wonder” template. (Core Ready Lesson 1) Use the “I Learned” template. (Core Ready Lesson 2) Use the “Fun Fact Cut Outs.” (Core Ready Lesson 3) Notice use of t be and to have in mentor texts. Co-create language frames to support students using is, are, has, and have in writing facts. (Language Feature 1) Co-create a “Fun Fonts Ideas” chart. (Core Ready Lesson 4) 	<ul style="list-style-type: none"> Tiered assignments Visuals, e.g. graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work 	

Unit #4: Informational					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>Medium Cycle Assessment- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio 	<ol style="list-style-type: none"> 6. Use diagrams to provide information about their topic. (Core Ready Lesson 5) 7. Set goals to display their learning (Core Ready Lesson 6) 8. Use strategies and classroom resources to help them spell important words (Core Ready Lesson 7) 9. Add details based on questions and suggestions from others to strengthen their work (Core Ready Lesson 8) 10. Combine clauses in basic ways (e.g., so, to) to show causality (e.g., Spiders spin webs so they can catch prey. Spiders spin webs to catch prey.). (Language Feature 2) 11. Share their posters with each other to celebrate their work. (Core Ready Lesson 9) 12. Reflect to identify what they learned. (Core Ready Lesson 10) <p>Speaking and Listening Embedded above.</p>	<ol style="list-style-type: none"> 6. Use a teacher created model of a diagram. (Core Ready Lesson 5) 7. Co-create a “Writing Goals” chart. (Core Ready Lesson 6) 8. Create a “Spell It” resource chart. (Core Ready Lesson 7) 9. Co-create a “Learning From Each Other” chart. (Core Ready Lesson 8) 10. Model using so and to to show cause/effect. Provide language frames. Students can use frames to answer questions generated by peer readers. (e.g., Why does the spider spin webs?) (Language Feature 2) 11. Use “I Never Knew...” slips. (Core Ready Lesson 9) 12. Use the “I Am Proud Of...” template. (Core Ready Lesson 10) <p>Speaking and Listening Embedded above.</p>	materials and time management, etc.	

Unit #5: Opinion/Argument - Reading Opinions and Writing Recommendations
(Approx. 3 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, retell familiar stories, including key details.
- K.3 – With prompting and support, identify characters, settings, and major events in a story.
- K.4 - Ask and answer questions about unknown words in a text
- K.9 – With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- K.10 – Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, identify the main topic and retell key details of a text.
- K.3 – With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.7 – With prompting and support, describe the relationship between illustrations and the text in which they appear.
- K.8 - With prompting and support, identify the reasons an author gives to support points in a text

Writing Standards:

- K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or name of a book they are writing about and state an opinion or preference about the topic or book.
- 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.
- K.5 – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing including in collaboration with peers.

Speaking and Listening:

- K.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions.
 - b. Continue a conversation through multiple exchanges.
- K.2 – Confirm understanding of a text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not

understood.

a. Understand and follow one- and two-step oral directions.

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

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

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

Language Standards:

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

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

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

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

Foundational Skills & Additional Language Standards: see separate document

College and Career Descriptors:

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
2. Offer opinions in conversations using an expanded set of learned phrases, as well as open responses, in order to gain and/or hold the floor or add information to an idea.
3. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
4. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
5. Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect.

Part 2: Learning About How English Works

Unit #5: Recommendation					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading reviews? What are the characteristics of reviews? How are reviews structured and crafted? Why? How should we read them as a result? What language features are used in reviews? Why? Writing: <ul style="list-style-type: none"> How do review writers structure and craft their reviews? Why? How do review writers apply language 	Types of assessment practices: Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning: <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I 	Reading: On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning: <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Read a visual text to come up with an opinion. Revisit a visual text to come up with reasons that support their opinions. 	Reading: Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features. On-going use of Six Basic Reading Comprehension Strategies: Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use. <ol style="list-style-type: none"> Provide pictures of various farm animals. Students choose their favorite and state their opinion (e.g., I like _____ the best. My favorite animal is _____). Repeat lesson with various collections of pictures (e.g., seasons, community workers, sea animals, insects, etc.). Reread the pictures/items from previous lessons to come up with facts to support their opinions. 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity 	OCR Selections: TBD CORE READY Trade books provided: TBD <i>Suggested Trade Books:</i> TBD <i>Suggested Professional Books for further study:</i> TBD

<p>features? Why?</p> <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about reviews? 	<p>included a conclusion” or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task Interim 	<p>3. Orally use “because” to link reasons to preference. (Language Feature 1)</p> <p>4. Identify a speaker’s opinion and reason for their opinion.</p> <p>5. Identify a writer’s opinion and reasons to better understand the structure of an opinion piece</p> <p>6. Closely read the reasons an opinion writer provides to evaluate the strength of a writer’s argument.</p> <p>7. Understand that readers of opinion text can disagree with the writer so they can distinguish their own opinion from that of the writer.</p> <p>8. Reflect on experiences to remember the opinion language they learned throughout the unit.</p> <p>Writing:</p> <p>1. Develop opinions about a class collection to understand the process of developing an opinion</p> <p>2. Develop opinions about items in a collection in order to choose a topic for writing a recommendation.</p> <p>3. Write their opinions and a reason about the item they chose to convince their reader that it is the best.</p>	<p>3. Provide language frame “My favorite animal is _____ because _____.” (Language Feature 1)</p> <p>4. Provide graphic organizer that has a place for jotting down a speaker’s opinion and facts that support their opinion.</p> <p>5. Circle the opinion statement and underline the reasons provided in a written opinion piece.</p> <p>6. Show example of opinion with one reason and opinion with many reasons. Discuss why one is a stronger argument than the other.</p> <p>7. Use the Argument Talk Protocol.</p> <p>8. Co-create a “What We Learned About” chart.</p> <p>Writing:</p> <p>1. Set up “Best in Show” in class where students can be the judges of items in collections. Co-create a chart on how to judge things fairly (e.g., Put items in a line, compare the same characteristics of each, thinking “Which has the best _____”). Students develop an opinion about an item in a collection as a shared writing activity.</p> <p>2. Students bring in collections from home or use collections of pictures from reading lessons. Students share the item they will write about with a partner including the reasons they chose that item.</p> <p>3. Orally show example and non-example of argument with reasons. Discuss how the reasons strengthen the argument. Co-create a “Ways to Convince Your Reader” chart. Students write their opinions and reasons.</p>	<ul style="list-style-type: none"> Tiered assignments Visuals, e.g. graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	
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	<ul style="list-style-type: none">QuarterlyPortfolioBenchmarksPost-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none">CAASPPCELDTPortfolio	<p>4. Elaborate on their reasons to strengthen their opinion</p> <p>5. Use vivid words to persuade the reader.</p> <p>6. Understand that opinion writers expect disagreement so they appreciate other’s perspectives.</p> <p>7. Write an opinion piece in response to another student’s opinion piece to show agreement or disagreement</p> <p>8. Edit their opinion piece to make sure they reflect their best work</p> <p>9. Publish their opinion piece so it’s ready for readers</p> <p>10. Reflect on their opinion piece to remember what they learned</p> <p>11. Celebrate their writing to acknowledge all their hard work</p> <p>Speaking and Listening Embedded above.</p>	<p>4. Add “Lots of Reasons” to the “Ways to Convince Your Reader” chart. Model elaborating on the reasons that support your opinion. Students elaborate in their individual pieces.</p> <p>5. Model revising opinion piece to use vivid language (e.g., Spiderman is the best super-hero because he spins webs and swings from building to building. => Spiderman is the best super-hero because he spins <i>strong</i> webs and <i>glides swiftly</i> from building to building.)</p> <p>6. Introduce and chart language stems “I agree...; I disagree...; My opinion is the same as...; I have a different opinion” according to function. Students practice using frames to respond to an opinion piece.</p> <p>7. Students analyze another student’s collection and write an opinion piece that either agrees or disagrees with the owner of the collection. They add reasons to support their opinion.</p> <p>8. Co-create and editing checklist based on punctuation, spacing, and spelling.</p> <p>9. Provide a variety of paper choices for students to publish work.</p> <p>10. Write a whole-class “Dear Reader” letter.</p> <p>11. Gallery-walk opinion pieces with collections.</p> <p>Speaking and Listening Embedded above.</p>		
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Unit #6: Opinion/Argument – Reading Literature and Writing Book Recommendations
(Approximately 3 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, retell familiar stories, including key details.
- K.3 – With prompting and support, identify characters, settings, and major events in a story.
- K.5 – Recognize common types of text (e.g. storybooks, poems)
- K.6 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- K.10 – Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, identify the main topic and retell key details of a text.
- K.3 – With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text
- K.7 – With prompting and support, describe the relationship between illustrations and the text in which they appear.
- K.8 - With prompting and support, identify the reasons an author gives to support points in a text
- K.10 – Actively engage in group reading activities with purpose and understanding.

Writing Standards:

- K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or name of a book they are writing about and state an opinion or preference about the topic or book.
- K.5 – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing including in collaboration with peers.
- K.7 – Participate in shared research and writing projects.

Speaking and Listening:

- K.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions.
 - b. Continue a conversation through multiple exchanges.
- K.2 – Confirm understanding of a text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - a. Understand and follow one- and two-step oral directions.
- K.3 – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.4- Describe familiar people, places, things, and events and, with prompting and support provide additional details.
- K.5 – Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K.6 – Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

- K.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- K.5 – With guidance and support from adults, explore word relationships and nuances in word meanings.
- K.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Foundational Skills & Additional Language Standards: see separate document

College and Career Descriptors:

- 1. Demonstrate independence.
- 2. Build strong content knowledge.
- 3. Respond to the varying demands of audience, task, purpose, and discipline.
- 4. Comprehend as well as critique.
- 5. Value evidence.
- 6. Use technology and digital media strategically and capably.
- 7. Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
2. Offer opinions in conversations using an expanded set of learned phrases, as well as open responses, in order to gain and/or hold the floor or add information to an idea.
3. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
4. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
5. Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect.

Part 2: Learning About How English Works

- Use a wide variety of verbs and verb types in shared language activities guided by the teacher and independently.
- Combine clauses in a wide variety of ways to make connections between and join ideas in shared language activities guided by the teacher and independently.

Unit #6: Book Recommendations					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading literature closely? How do readers develop opinions about an author's work? What do readers gain from reading book recommendations? What are the characteristics of book recommendations? How are book recommendations structured and crafted? Why? How should we read them as a result? 	<p>Refer to the CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit</p> <p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews 	<p>Reading:</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Identify facts and opinions to understand the difference (Core Ready Lesson 1) Use their opinion to guide their reading choices (Core Ready Lesson 2) Form opinions about the texts they like to read to develop their reading identity (Core Ready Lesson 3) Share their opinion about authors and illustrators to form their opinion as readers and cultivate a reading identity (Core Ready Lesson 4) Identify a favorite part of their reading with reason to support their opinion. (Core Ready Lesson 5) 	<p>Reading:</p> <p>Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> Use "Fact or Opinion Sorting Cards." (Core Ready Lesson 1) Co-create a "We Have Opinions!" chart. (Core Ready Lesson 2) Use "Core Phrases" sentence frames for partner discussion. (Core Ready Lesson 3) Provide "Core Phrases" sentence frames for partner discussion. (Core Ready Lesson 4) Provide sentence frames for partner discussions. (Core Ready Lesson 5) 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	<p>OCR selections: TBD</p> <p>Pam Allyn's <u>Core Ready</u> Lesson Sets; <i>The Power to Persuade: I Have a Voice: What is an Opinion</i></p> <p>CORE READY provided trade books TBD</p> <p>Suggested for Professional Reading:</p> <p><i>Genre Study</i> by Fountas & Pinnell</p>

Unit #6: Book Recommendations					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<ul style="list-style-type: none"> What language features are used in book recommendations? Why? <p>Writing:</p> <ul style="list-style-type: none"> How do book recommendations on writers structure and craft their reviews? Why? How do writers of book recommendations use language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about reading literature? What do we gain from collaborating 	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in 	<ol style="list-style-type: none"> Form opinions about characters to help guide their reading choices and conversations with peers (Core Ready Lesson 6) Read carefully to determine if characters in their reading share their opinion. (Core Ready Lesson 7) Understand how authors strengthen their opinions by using pictures and words (Core Ready Lesson 8) Identify opinions in their readings to strengthen comprehension. (Core Ready Lesson 9) Reflect on their learning to remember all they have learned about opinions (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Share their opinion about the world around them to develop their understanding about what an opinion is (Core Ready Lesson 1) Use words to clearly express their opinion (Core Ready Lesson 2) (Language Feature 1) Add details to clarify their written opinions (Core Ready Lesson 3) Explore a variety of texts to form opinions about authors and illustrators (Core Ready Lesson 4) 	<ol style="list-style-type: none"> Provide “Core Phrases” as sentence frames for partner discussion. (Core Ready Lesson 6) Guide students to recognize when the characters have an opinion about something Use prompts to guide discussion (Core Ready Lesson 7) Use Infographics “Recess is Important for Your Body and Mind” and “Reading is Fun” with partner talk protocols. (Core Ready Lesson 8) Have students close read to determine the opinion of the author as well as the reasons used to support the opinion in “Earlier Bedtimes Are Best” and Just Say No to Soda!” texts (Core Ready Lesson 9) Use “Core Ready Thinking Sheet” (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Model writing an opinion using “Core Phrases” Have students brainstorm opinions about the school community (Core Ready Lesson 1) Model using “Core Phrases” to express opinions. Students try independently (Core Ready Lesson 2) (Language Feature 1) Use two teacher created versions of an opinion statement with illustration to close read and discuss. (Core Ready Lesson 3) Create a shared writing piece that demonstrates sharing opinions in pictures and words. (Core Ready Lesson 4) 	<ul style="list-style-type: none"> Visuals, e.g. graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	

Unit #6: Book Recommendations					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
with others about writing book recommendations?	<p>consultation with the teacher</p> <p>Medium Cycle</p> <p>Assessment- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> • Pre-unit, on-demand • End-of-unit/project/culminating task • Interim • Quarterly • Portfolio • Benchmarks • Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio 	<p>5. Analyze book recommendations to deepen understanding of the genre (Core Ready Lesson 5)</p> <p>6. Share their opinions about characters in a story to practice developing audible and clear opinions (Core Ready Lesson 6)</p> <p>7. Share a reason to support their opinion (Core Ready Lesson 7) (Language Feature 2)</p> <p>8. Create infographics to share their voice with the world. (Core Ready Lesson 8)</p> <p>9. Write letters to make a difference in the world around us. (Core Ready Lesson 9)</p> <p>10. Use words and pictures to celebrate each other's writing (Core Ready Lesson 10)</p> <p>Speaking and Listening Embedded above.</p>	<p>5. Teacher models how to write a book recommendation using a checklist or noticing chart (Core Ready Lesson 5)</p> <p>6. Use Core Phrase, "I Think" to support opinions about characters. (Core Ready Lesson 6)</p> <p>7. Use "Core Phrases" sentence frames that model including evidence to support thinking. (Core Ready Lesson 7) (Language Feature 2)</p> <p>8. Teacher models using a list of infographic components to strengthen opinion. (Core Ready Lesson 8)</p> <p>9. Co-create with class a "What We Care About" chart. (Core Ready Lesson 9)</p> <p>10. Create a class quilt to display student work. (Core Ready Lesson 10)</p> <p>Speaking and Listening Embedded above.</p>		

Unit #7: Poetry - Reading and Writing Poetry
(Approx. 3 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, retell familiar stories, including key details.
- K.3 – With prompting and support, identify characters, settings, and major events in a story.
- K.10 – Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, identify the main topic and retell key details of a text.
- K.3 – With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- K.10 – Actively engage in group reading activities with purpose and understanding.

Writing Standards:

- K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or name of a book they are writing about and state an opinion or preference about the topic or book.
- K.5 – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- K.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- K.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions.
 - b. Continue a conversation through multiple exchanges.
- K.2 – Confirm understanding of a text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - a. Understand and follow one- and two-step oral directions.
- K.3 – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.4 – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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

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

Language Standards:

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

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

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

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

Foundational Skills & Additional Language Standards: see separate document

College and Career Descriptors:

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
2. Offer opinions in conversations using an expanded set of learned phrases, as well as open responses, in order to gain and/or hold the floor or add information to an idea.
3. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
4. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
5. Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect.

Part 2: Learning About How English Works

Unit #7: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<p>Reading:</p> <ul style="list-style-type: none"> What do readers gain from reading poetry? What are the characteristics of poetry? How are poems structured and crafted? Why? How should we read them as a result? What language features are used in poetry? Why? <p>Writing:</p> <ul style="list-style-type: none"> How do poets structure and craft their poems? Why? How do poets use language features in their poems? Why? 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for 	<p>Reading:</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Explore a variety of poems to understand the characteristics of poetry. Learn how to use their minds to make pictures. 	<p>Reading:</p> <p>Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> Read aloud a variety of poems and begin collecting favorite poems on a poetry wall- notice elements of poetry on an anchor chart: "What We Notice About Poetry" <ul style="list-style-type: none"> Poetry uses carefully chosen words Poetry uses sensory, descriptive language Poetry has line breaks Poetry has white space Co-create an anchor chart of "Ways to Describe Objects" (e.g. color, shape, and size) have students describe objects with partners about objects in the room. 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments 	<p>OCR Selections:</p> <p>Big Book Alphabet Book, Letter Ll</p> <p><i>Big Book Alphabet Book, Letter Jj</i></p> <p><i>I Brought a Worm</i> by Kalli Dakos</p> <p><i>Making Friends</i> by Eloise Greenfield</p> <p><i>Suggested Trade Books:</i></p> <p><i>"Cat's Color"</i> by Jane Cabrera</p> <p><i>Suggested Professional Books for further study:</i></p>

Unit #7: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Speaking and Listening: <ul style="list-style-type: none"> What do we gain from collaborating with others about poetry? 	<p>capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment-Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand 	<ol style="list-style-type: none"> Record visualization of a story with drawing to demonstrate interpretation of a read-free aloud. Identify and use their five senses to increase comprehension. Listen to poems with a purpose to demonstrate understanding of what they hear, feel, and see. Read poems closely to recognize how poets come with ideas. Read and reread various poems to build fluently. Recite a favorite poem to improve fluency in reading poetry (rate, volume, and expression) Refer to the attributes of a poem to respond to poetry readings. Reflect on their learning to see how they have grown in their understanding of poetry 	<ol style="list-style-type: none"> Read Aloud a poetic story without showing students the illustrations –have students record their visualizations with drawings – compare drawings to pictures in the book “<i>Cat’s Color</i>” by Jane Cabrera Introduce five senses and create an attribute chart “My Five Sense”. List examples of sensory language found in text on the chart. Co-create an anchor chart of “How to Listen to Poems” (Ears to hear, Heart to feel, Mind to visualize) Provide sentence frames for student discussion: <ul style="list-style-type: none"> I heard the poet say... The words made me feel... The words made a picture in my mind... Read short poems and co-create a chart listing “What Poets Do” <ul style="list-style-type: none"> Tell ideas in a short way Include details Write about things they know about, Use poems from pre-unit immersion to echo read focusing on line breaks and white space to emphasize phrasing and fluency. Allow students to revisit poetry folder or wall to select meaningful poem to recite Co-create a chart of “How to Respond To a Poem” allow group practice of reciting poems and responding Answer the essential questions to reflect on learning 	<ul style="list-style-type: none"> Visuals, e.g. graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	

Unit #7: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
	<ul style="list-style-type: none"> End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand <p>Long Cycle – Summative</p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> CAASPP CELDT Portfolio 	<p>Writing:</p> <ol style="list-style-type: none"> Explore poems to understand where authors get their inspiration. Generate a meaningful list of topics to write poems about. Notice the world around them to generate ideas for their poems. Compose poems about senses using drawings and words to record findings from a poetry walk. Create a poem that helps the listener to hear, feel, and/or see. Write poems about what they know to create a poem. Use precise language to create an image for the reader. Work collaboratively to create imaginative poems. Choose a poem to publish. Reflect on their poetry journey to evaluate and celebrate their learning 	<p>Writing</p> <ol style="list-style-type: none"> Browse through poetry, familiar or new, jotting down where the authors might have gotten their ideas Create a class list of important topics that they might like to write a poem about (e.g. playing at recess, being afraid of the dark, important people) Take a class walk and observe nature, write a class poem about nature, students can add illustrations Create a five senses sheet with sentence frames for students to record findings on a poetry walk outside (e.g. I see---, I hear---, I feel---, I smell---, I taste---) Create a class poem that includes images that the reader can hear, feel, and/or see. Create a class poem about objects or something you know about (e.g. a crayon or pencil, football or gymnastics) Use sentence frames for students to create poems (e.g. ____ like a ____/ ____ as a ____) Allow partners to create a repeating line poem (e.g. I am.../I am...) Provide fancy paper and model how poets publish and illustrate their poem for the world to read Create a class poetry book, wall, or quilt. Allow students to read their work. 		

Unit #7: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
		Speaking and Listening: Embedded above.	Speaking and Listening: Embedded above.		

Unit #8: Narrative – Reading and Writing Personal and Imagined Narratives
(Approx. 4 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, retell familiar stories, including key details.
- K.3 – With prompting and support, identify characters, settings, and major events in a story.
- K.4 – Ask and answer questions about unknown words in a text.
- K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling a story.
- K.5 – Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text.)
- K.7 – With prompting and support, describe the relationship between the illustrations and the story in which they appear.
- K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- K.10 – Actively engage in group reading activities with purpose and understanding.

Writing Standards:

- K.1 – Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader a topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g, My favorite book is...).
- 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.
- K.5 – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing including in collaboration with peers.
- K.7 – Participate in shared research and writing projects.
- K.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

- K.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions.
 - b. Continue a conversation through multiple exchanges.
- K.2 – Confirm understanding of a text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

a. Understand and follow one- and two-step oral directions.

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

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

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

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

Language Standards:

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

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

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

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

Foundational Skills & Additional Language Standards: see separate document

College and Career Descriptors:

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

ELD Standards:

Part 1: Interacting in Meaningful Ways

1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
2. Offer opinions in conversations using an expanded set of learned phrases, as well as open responses, in order to gain and/or hold the floor or add information to an idea.
3. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
4. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
5. Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect.

Part 2: Learning About How English Works

Unit #8: Narrative					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading: <ul style="list-style-type: none"> What do readers gain from reading personal narratives? What are the characteristics of personal narratives? How are personal narratives structured and crafted? Why? How should we read them as a result? Why? What language features are used in personal narratives? Why? Writing: <ul style="list-style-type: none"> How do writers of personal narratives structure and 	Refer to the CORE READY by Pam Allyn Lesson Sets Binder for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the Core Ready PDtoolkit <p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews 	Reading: <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Think and talk about stories to identify what makes them so enjoyable. (Core Ready Lesson 1) Notice story elements (character, setting, major events, and conclusion) to better understand stories and what makes readers enjoy them. (Core Ready Lesson 2) Notice story elements throughout the entire story to help readers understand how they develop and change (Core Ready Lesson 3) Use story elements , pictures, and words of classic stories to make meaning (Core Ready Lesson 4) 	Reading: <p>Start the work with pre-unit Immersion, e.g., read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> Co-create a "Stories We Love Chart." (Core Ready Lesson 1) Use "Story Element Icons" to co-create a "Story Elements Chart" (Core Ready Lesson 2) Use "Story Elements Bookmarks." (Core Ready Lesson 3) Read, sing, and act out nursery rhymes to identify the story elements in classics. (Core Ready Lesson 4) 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity 	OCR Selections: <p><i>The Little Red Hen</i> by Paul Galdone</p> <p>Pam Allyn's Core Ready Lesson Sets; The Shape of Story</p> <p>CORE READY provided trade books</p>

<p>craft their pieces? Why?</p> <ul style="list-style-type: none"> How do personal narrative writers apply language features? Why? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> What do we gain from collaborating with others about personal or imaginative narratives? 	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted (see Core Ready “Milestone Performance Assessment” Checklists) Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment-Formative assessment when used to inform</p>	<ol style="list-style-type: none"> Notice and identify what they like about certain story elements to establish their reading identity (Core Ready Lesson 5) Revisit stories to retell important parts. (Core Ready Lesson 6) Compare the experiences of characters across books to understand how they are similar or different. (Core Ready Lesson 7) Think about story elements to act out stories in Reader’s Theater(Core Ready Lesson 8) Use story elements to dramatize favorite stories. (Core Ready Lesson 9) Reflect to identify how story elements help them as readers. (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Study authors to learn who they are, where they get their ideas, and how they create their stories (Core Ready Lesson 1) Use experiences to generate stories (Core Ready Lesson 2) Use story elements to create stories (Core Ready Lesson 3) Use story elements to write stories about their lives (Core Ready Lesson 4) Use story elements to write imaginative stories (Core Ready Lesson 5) Use what they know about story elements to rewrite new versions of familiar stories (Core Ready Lessons 6 	<ol style="list-style-type: none"> Use “I Like/ I Also Like” graphic organizers to explore new stories. (Core Ready Lesson 5) Co-create a “Story Elements” chart and model how to orally retell using your fingers as a guide. (Core Ready Lesson 6) Co-create a “Character Experiences” chart. (Core Ready Lesson 7) Create a script from a favorite book using different color fonts to identify group speaking parts. (Core Ready Lesson 8) Co-create a “Story Elements” chart for a fable as a guide to help bring a story to life. (Core Ready Lesson 9) Use partner talk protocols and “Core Questions” to guide reflection discussion (Core Ready Lesson 10) <p>Writing:</p> <ol style="list-style-type: none"> Co-create a “Learning About Writers” chart and watch video clips to gather information to fill in your chart. (Core Ready Lesson 1) Use a shared writing and partner talk protocols to write about a kindergarten experience . (Core Ready Lesson 2) Co-create a “What Rocket Does as a Writer” chart. (Core Ready Lesson 3) Use the “Story Elements Graphic Organizer” . (Core Ready Lesson 4) Use the “Story Elements Graphic Organizer”. (Core Ready Lesson 5) Use collaborative groups to explore modifying the story elements of a favorite classic to create a new version. (Core Ready Lesson 6) 	<ul style="list-style-type: none"> Tiered assignments Visuals, e.g. graphic organizers, written instructions, etc. Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	
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	<p>instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none">• Pre-unit, on-demand• End-of-unit/project/culminating task• Interim• Quarterly• Portfolio• Benchmarks• Post-unit, on-demand <p>Long Cycle – Summative Annual, e.g.,</p> <ul style="list-style-type: none">• CAASPP• CELDT• Portfolio	<p>7. Revisit using what they know about story elements to rewrite new versions of familiar stories (Core Ready Lesson 7)</p> <p>8. Use story elements to write their own story (Core Ready Lesson 8)</p> <p>9. Publish their stories using pictures and words to share with readers (Core Ready Lesson 9)</p> <p>10. Share their stories with others to celebrate their hard work and reflect on their learning. Reflect on their writing to identify what they learned (Core Ready Lesson 10)</p> <p>Speaking and Listening Embedded, above</p>	<p>7. Participate in a shared writing experience use the “Story Elements” chart. (Core Ready Lesson 7)</p> <p>8. Use the enlarged “Story Elements Graphic Organizer” to model. (Core Ready Lesson 8)</p> <p>9. Use the student created “Story Elements Graphic Organizer” from the previous lesson. (Core Ready Lesson 9)</p> <p>10. Encourage students to share their finished story with their group while practicing speaking slowly, clearly, and with expression. Use group sharing protocols to generate a discussion of what they learned about story elements (Core Ready Lesson 10)</p> <p>Speaking and Listening Embedded, above</p>		
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Unit #9: Reflecting on our Growth as Readers and Writers
(Approximately 2 weeks)

ELA Common Core State Standards:

Reading Standards for Literature:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, retell familiar stories, including key details.
- K.3 – With prompting and support, identify characters, settings, and major events in a story.

Reading Standards for Informational Text:

- K.1 – With prompting and support, ask and answer questions about key details in a text.
- K.2 – With prompting and support, identify the main topic and retell key details of a text.

Writing Standards:

- K.5 – With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- K.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing including in collaboration with peers.

Speaking and Listening:

- K.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions.
 - b. Continue a conversation through multiple exchanges.
- K.2 – Confirm understanding of a text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - a. Understand and follow one- and two-step oral directions.
- K.3 – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.4 – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- K.6 – Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards:

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

Foundational Skills & Additional Language Standards: see separate document

College and Career Descriptors:

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

ELD Standards:

Part 1: Interacting in Meaningful Ways

1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
2. Offer opinions in conversations using an expanded set of learned phrases, as well as open responses, in order to gain and/or hold the floor or add information to an idea.
3. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
4. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
5. Distinguish how multiple different words with similar meaning produce shades of meaning and a different effect.

Part 2: Learning About How English Works

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Unit #9: End-of-the-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
Reading, Writing, Speaking & Listening: <ul style="list-style-type: none"> How do we use reflection as a way to further our learning? How do we find evidence of our learning over time? Why do we find evidence of our learning over time? How do we find evidence of our work habits? Why do we find evidence of our work habits? Why do we reflect in a 	<p>Types of assessment practices:</p> <p>Short Cycle Assessments - (minute-by-minute, daily, weekly) Formative assessment to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> Observations of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records) Inventories, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests Checklists, completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a conclusion" or "I checked for capitalization at the beginning of sentences) 	<p>Reading:</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling <ol style="list-style-type: none"> Reflect on their year of reading to begin to understand how they have grown and changed as a reader Reflect on their growth as readers to identify their personal successes and struggles. Reflect on book choices (e.g., number of books read, genre, author, series) to better understand their reading identity. Collaboratively reflect on class reading activities and genres studied to remember their reading journey. 	<p>Reading:</p> <p>Start the work with pre-unit immersion, e.g., read multiple examples of reflective and goal-setting pieces to understand the purpose and for exposure to the genre's language features.</p> <p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> Work with a partner and discuss their 3 favorite books read during the year; focusing on what they liked and did not like using "because" to support their thinking Identify a time during the year when reading felt like a struggle and a time when they felt like strong readers; share reflections with a partner Look over reading logs to identify the kinds of books they chose to read and discuss their findings with a partner Share with a partner their favorite reading activity and genre using "because" to support their thinking 	<ul style="list-style-type: none"> Know IEPs, 504s, CELDT level and history, GATE identification, where applicable Student choice Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest Frequent monitoring of progress and checking of understanding Compacting, i.e. accelerating students past known proficiencies Independent learning contracts Prompts for depth and complexity Tiered assignments Visuals, e.g. graphic 	<p>OCR Selections:</p> <p>TBD</p> <p>CORE READY Trade books provided: TBD</p> <p>Suggested Trade Books:</p> <p>TBD</p> <p>Suggested Professional Books for further study:</p>

Unit #9: End-of-the-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g. EL, SpEd, GATE	Resources
<p>community setting?</p> <ul style="list-style-type: none"> What are the characteristics and language features of reflective pieces? What is the purpose of those characteristics and language features? 	<ul style="list-style-type: none"> Conferences in which the student and the teacher discuss a single work, a collection of works, progress, and goals Rubrics constructed by the teacher and/or the students and completed by either or both Portfolios which include a large collection of artifacts selected by the student in consultation with the teacher <p>Medium Cycle Assessment- Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> Pre-unit, on-demand End-of-unit/project/culminating task Interim Quarterly Portfolio Benchmarks Post-unit, on-demand 	<ol style="list-style-type: none"> Understand how word attack skills and conventions helped work through challenging moments during reading Understand how comprehension strategies aided in their reading this year Revisit their reading identity to note changes Understand how readers think about their reading lives in the future to make reading plans for future (e.g., summer, into next year) Commit to a realistic reading goal to continue their reading life Use information gathered during reflection process to create a visual of their learning <p>Writing</p> <ol style="list-style-type: none"> Reflect on their year of writing to begin to understand how they have grown and changed as a writer this school year. Reflect on their growth as writers to identify their personal successes and struggles. Reflect on past writing to better understand the progress they have made in writing. Collaboratively reflect on class writing activities and units of study to remember their writing journey. Understand how word attack skills and conventions helped work through challenging moments while writing 	<ol style="list-style-type: none"> Co- create a class list of skills and conventions. Co-create a chart listing strategies that helped become better readers Co-create a list of interview questions to ask a partner to help identify their reading identity Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on, Add goal to interview sheet. Create a collage that incorporates a written reflection with future plans and present <p>Writing</p> <ol style="list-style-type: none"> Work with a partner and discuss their favorite piece they published; focusing on why using “because” to support their thinking. Identify a time during the year when writing felt like a struggle and a time when they felt like strong writer; share reflections with a partner. Reread old pieces and think about what they can now do as writers as compared with the beginning of the year; discuss their findings with a partner Share with a partner their favorite writing activity and unit of study and why it meant something to them. Co- create a class list of skills and conventions used to power through writing. 	<p>organizers, written instructions, etc.</p> <ul style="list-style-type: none"> Movement Multiple means of representation and expression Alternate output and input options, e.g. audio and/or video text, technology Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc. Support for Executive Functioning, e.g. organization of work materials and time management, etc. 	

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	Long Cycle – Summative Annual, e.g., <ul style="list-style-type: none"> • CAASPP • CELDT • Portfolio 	6. Revisit their writing habits to note changes. 7. Understand how writers think about their writing lives in the future to make writing plans for future (e.g., summer, into next year) 8. Commit to a realistic writing goal to continue their writing life. 9. Use information gathered during reflection process to create a reflective piece. Speaking and Listening 1. Reflect on their year of speaking and listening to begin to understand how they have grown and changed as a participant in academic discussion this school year 2. Reflect on their growth and ability to articulate ideas, beliefs and thoughts to measure growth over the year. 3. Identify their personal successes and struggles within group work to reflect on their growth as a group member. 4. Understand how thinking about struggles and success regarding collaborative protocols can help set future goals to better themselves (e.g., summer, into next year) 5. Use information gathered during reflection process to create a reflection paragraph.	6. Co-create a chart listing strategies that helped become better writers. 7. Co-create a list of interview questions to ask a partner to help identify their writing identity. 8. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on, add goal to interview sheet 9. Create a piece that incorporates a written reflection with future plans and present Speaking and Listening 1. Think about the different protocols that they have engaged in over the year. Discuss with a partner why. 2. Have students revisit looks like sounds like feels like chart to guide critical friends circle. 3. Revisit looks like sounds like feels like chart to guide critical friends circle. 4. Remember a time when you felt success and a time when you felt struggle with in a group, discuss with a friend 5. Use reflection data gathered to write a reflection/goal paragraph.		