

## Kindergarten English Language Arts, Quarter 1, Unit 1.1

# Book Sense

### Overview

**Number of instructional days:** 8 (1 day = 90 minutes; divided into two or three sessions)

By the end of this unit, students will know about the structure of books and the basic features of print. In this unit, they listen to a variety of texts, including literature and informational texts, to understand the organization of basic features of print, as well as distinguishing among different types of text such as storybooks and poems. Students identify the roles of the author and illustrator in written text. They also identify books' front and back covers and understand that reading occurs from left to right, top to bottom, and page to page. With prompting and support, students retell key ideas and identify the main topic and the purpose of the text. Students begin the process of letter recognition/naming and begin to understand the relationship between the spoken word and the specific sequence of letters in words. They also utilize drawings and other visual displays to provide evidence of understanding of texts. Students participate in classroom discussion in order to clarify unknown words in a text.

Students participate in whole group reading instruction by listening to various types of texts. They ask and answer questions regarding unknown words and retell key details of the text. Students have the opportunity to track left to right progression of the text by placing their fingers under the words as the text is being read. This allows for an increase in student vocabulary and understanding of text.

This unit is taught in the first quarter because concepts of book sense, letter identification, and sounds are the foundation of reading skills. In subsequent units, students will continue to learn letter and sound awareness in order to read independently and build on comprehension skills.

As with all units aligned to the Common Core State Standards, students should be able to listen to or read texts within the appropriate range of complexity. Students should have the opportunity to listen to and read texts that they can read fluently as well as texts that are challenging for them, with support from the instructor as necessary.

### Concepts to Be Learned and Skills to Be Used

- ASK questions about key **details** in a **text**.
- ANSWER questions about key **details** in a **text**.
- RECOGNIZE **types** of **texts** (storybooks, poems).
- NAME the **author** and their **role** in telling the story.
- Teacher NAMES and the student repeats the **illustrator** and their **role** in telling the story.
- ENGAGE in group reading for **purpose**.
- ENGAGE in group reading for **understanding**.

- IDENTIFY the **main topic** of a **text**.
- RETELL key **details** of a **text**.
- ASK questions about **unknown words** in a **text**.
- ANSWER questions about **unknown words** in a **text**.
- IDENTIFY **front cover** of a **book**.
- IDENTIFY **back cover** of a **book**.
- IDENTIFY **title page** of a **book**.
- NAME the **author** of a **text**.
- NAME the **illustrator** of a **text**.
- DEFINE the **role** of the **author** in presenting the **ideas** of a **text**.
- DEFINE the **role** of the **author** in presenting the **information** of a **text**.
- DEFINE the **role** of the **illustrator** in presenting the **ideas** of a **text**.
- DEFINE the **role** of the **illustrator** in presenting the **information** of a **text**.
- DEMONSTRATE understanding of the **organization** and basic **features** of **print** by:
  - FOLLOWING **words** from **left to right**.
  - FOLLOWING **words** from **top to bottom**.
  - FOLLOWING **words** **page by page**.
  - RECOGNIZING that **spoken words** are represented by a **specific sequence** of **letters**.
  - RECOGNIZING upper and lowercase **letters** of the **alphabet**.
  - NAMING upper and lowercase **letters** of the **alphabet**.
- PROVIDE **drawings** or other **visual displays** to DESCRIBE additional **details**.
- SPEAK **audibly** and EXPRESS **thoughts** clearly.
- SPEAK **audibly** and EXPRESS **feelings** clearly.
- SPEAK **audibly** and EXPRESS **ideas** clearly.
- USE **words** and **phrases** acquired through **conversations** to RESPOND to **texts**.
- USE **words** and **phrases** acquired through **reading and/or being read to**, to RESPOND to **texts**.

## Essential Questions

- How does a good reader pick out a book?
- What makes a book interesting to you?

## Supporting Questions

- What is the role of the author? What is the role of the illustrator?
- Where does the text begin on a page?
- Where is the front cover? Back cover? Title pages?
- Can you follow the text from left to right, top to bottom, page to page?
- What is the main topic of the story?
- What are the key details of the story?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Key Ideas and Details

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- Provides questions and/or answers that show understanding of key details in a text.

#### Craft and Structure

- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- Demonstrates the ability to recognize common types of texts.
- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- Provides an identification of the **author** of a story and what the author's role is in telling the story.
  - Provides an identification of the **illustrator** of a story and what the illustrator's role is in telling the story.

#### Range of Reading and Level of Text Complexity

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

### Reading Standards for Informational Text

#### Key Ideas and Details

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- Provides questions and answers that show understanding of the key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- Provides a statement of the main topic of a text.

- Provides a retelling of key details in a text.

### Craft and Structure

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- Provides an identification of the **front cover** of a book.
  - Provides an identification of the **back cover** of a book.
  - Provides an identification of the **title page** of a book.
- RI.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.
- Provides an identification of the **author** of a text and what the author's role is in presenting the ideas or information in that text.
  - Provides an identification of the **illustrator** of a text and what the illustrator's role is in presenting the ideas or information in that text.

### Range of Reading and Level of Text Complexity

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

## Reading Standards: Foundational Skills

### Print Concepts

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
  - Recognize that spoken words are represented in written language by specific sequences of letters.
  - Recognize and name all upper- and lowercase letters of the alphabet.

## Speaking and Listening Standards

### Presentation of Knowledge and Ideas

- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## Language Standards

### Vocabulary Acquisition and Use

- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Shows understanding of newly acquired vocabulary by using words and phrases acquired through conversation, reading, being read to, and responding to texts. (1)

*The following standards **reinforce** the unit of study focus standards:*

None at this time.

*The following standards **recur** through many/all of the units of study:*

None at this time.

*The following standards **support** the unit of study standards:*

None at this time.

## Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

*Note: Common Core State Standards are unavailable prior to kindergarten, therefore, this will be the students' first exposure to structured curriculum.*

**RL— RL.K.1 In kindergarten, with prompting and support, students ask and answer questions about key details in a text.** In grade 1, students will ask and answer questions about key details with no prompting or support.

**RL.K.5 In kindergarten, students identify common types of text such as: storybooks, poems....** In grade 1, students will explain the differences between books that tell stories and books that give information.

**RL.K.6 In kindergarten, students, with prompting and support, name the author and illustrator and define their roles in telling the story.** In grade 1, students will identify who is telling the story.

**RL.K.10 In kindergarten, students actively engage in group reading activities.** In grade 1, students, with prompting and support, will read grade-level appropriate prose and poetry.

**RI— RI.K.1 With prompting and support, kindergarten students ask and answer questions about key details in a text.** In grade 1, students will independently ask and answer questions about key details in a text.

**RI.K.2 With prompting and support, kindergarten students identify the main topic and retell key details of a text.** In grade 1, students will independently identify the main topic and retell key details of a text.

**RI.K.4 With prompting and support, kindergarten students ask and answer questions about unknown words in a text.** In grade 1, students will ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.K.5 Kindergarten students identify the front cover, back cover, and title page of a book.** In grade 1, students will know and use various features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI.K.6 With prompting and support, kindergarten students name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.** In grade 1, students will distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.K.10 Kindergarten students actively engage in group reading activities with purpose and understanding.** In grade 1, students, with prompting and support, will read informational texts appropriately complex for grade 1.

**RF**— RF.K.1a **Kindergarten students demonstrate an understanding of the organization and basic features of print by following words from left to right, top to bottom, and page by page.** In grade 1, students will recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.K.1b **Kindergarten students recognize that spoken words are represented in written language by specific sequences of letters.** Students will have mastered this standard during their kindergarten year.

RF.K.1c **Kindergarten students recognize some upper- and lowercase letters.** Students will have mastered this standard during their kindergarten year.

**W**—No focus standards at this time.

**SL**— SL.K.5 **Kindergarten students add drawings or other visual displays to descriptions as desired to provide additional detail.** In grade 1, students will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.K.6 **Kindergarten students speak audibly and express thoughts, feelings, and ideas clearly.** In grade 1, students will produce complete sentences when appropriate to the task and situation.

**L**— L.K.6 **Kindergarten students use words and phrases acquired through conversations, reading and being read to, and responding to texts.** In grade 1, students will use words and phrases acquired through conversations, reading and being read to, and by responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

*The Role of Speaking and Listening in K-5 Literacy, (pp. 26-27)*

### Appendix B: Text Exemplars and Sample Performance Tasks

*K-1 Text Exemplars, (pp. 14-36)*

### Suggested Local Resources

- District-provided reading materials.
- Core Knowledge-provided reading materials (inventory list provided via the Hobbs Municipal Schools Website).

### Terminology

No new terminology for this unit.

## Challenging Concepts

No new challenging concepts for this unit.

## Online Resources

### *Suggested Local Resources*

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- [http://www.hobbsschools.net/department/elementary\\_instruction/curriculum\\_k-5](http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5) (username: hmsstaff; password: resources)
- [www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources](http://www.hobbsschools.net/Departments/Elementary_Instruction/Educational_Resources)

### *Common Core State Standards, Appendices, and PARCC Assessments*

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### *Other Websites with CCSS Information, Strategies, or Lessons*

- [www.starfall.com](http://www.starfall.com): Resources to teach children to read with phonics.
- Think Central: <https://www-k6.thinkcentral.com/ePC/start.do>.
- [www.readingrockets.org](http://www.readingrockets.org): A national multi-media literacy initiative that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better.
- [www.fcrr.org](http://www.fcrr.org): Student-centered activities aligned to the Common Core standards
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com): An open marketplace for educators
- [pinterest.com](http://pinterest.com): A content sharing service that allows members to "pin" images, videos, and other objects to their pinboard.
- <http://www.edsteps.org/CCSSO/Home.aspx>: Resource for student writing samples (free registration)
- <http://learnzillion.com/overview>: Lessons and assessments created by teachers, some aligned to the Common Core.
- [www.Muskingum.edu/~cal/database/general/reading.html](http://www.Muskingum.edu/~cal/database/general/reading.html): Reading comprehension strategies, graphic organizers, reading strategies for ELL students.



## Kindergarten English Language Arts, Quarter 1, Unit 1.2

# Story Elements

### Overview

**Number of instructional days:** 9 (1 day = 90 minutes; divided into two or three sessions)

By the end of this unit, students will know how to identify parts of stories, key details, and relationships between illustrations and words, and how to present this knowledge. Students are provided with the opportunity to convey their experiences and prior knowledge, including familiar people, places, things, and events, in both written and spoken forms.

With necessary prompting and support from the instructor, students learn these skills by listening to a variety of stories and learning how to retell them with key details. Structured whole group discussions focus on how to identify characters, settings, and major events in a story as well as provide a way for students to express their feelings, thoughts, and ideas verbally. Graphic organizers are used to record student responses. Instruction emphasizes how to describe relationships between illustrations and text, as well as being able to compare and contrast characters in stories. Question and answer sessions are a key component to help students clarify the meaning of unknown words. Students convey this knowledge by answering questions from the instructor. Emphasis is placed on correctly using the proper plural forms of nouns and prepositions. Opportunities for students to dictate or draw answers to questions regarding experiences or presented sources should be provided.

This unit is taught in the first quarter in order to facilitate knowledge of conversational expression through both stories and personal experiences. In subsequent units, students utilize this knowledge through written expression.

As with all units aligned to the Common Core State Standards, students should be able to listen to or read texts within the appropriate range of complexity. This includes texts that they can read fluently as well as texts that are challenging for students, with support from the instructor as necessary.

### Concepts to Be Learned and Skills to Be Used

- RETELL familiar **stories**, including key **details**.
- IDENTIFY **characters** in a **story**.
- IDENTIFY **settings** in a **story**.
- IDENTIFY major **events** in a **story**.
- ASK questions about **unknown words** in a **text**.
- ANSWER questions about **unknown words** in a **text**.
- DESCRIBE the **relationship** between **illustrations** and the **story** in which they appear.
- COMPARE the **adventures** and **experiences** of **characters** in familiar stories.

- CONTRAST the **adventures** and **experiences** of **characters** in familiar stories.
- DESCRIBE the **relationship** between **illustrations** and the **text** in which they appear.
- DEMONSTRATE understanding of the **organization** and basic **features** of **print** by:
  - RECOGNIZING that **spoken words** are represented in written language by specific **sequences of letters**.
  - RECOGNIZING upper- and lowercase **letters** of the **alphabet**.
  - NAMING upper- and lowercase **letters** of the **alphabet**.
- RECALL **information** from **experience** to answer a question.
- GATHER **information** from provided **sources** to answer a question.
- DESCRIBE familiar **people** and provide additional **detail**.
- DESCRIBE **places** and PROVIDE additional **detail**.
- DESCRIBE **things** and PROVIDE additional **detail**.
- DESCRIBE **events** and PROVIDE additional **detail**.
- DEMONSTRATE command of the **conventions** of the standard English **grammar** and **usage** when **speaking** by:
  - FORMING regular **plural nouns** orally by adding /s/or/es/.
  - USING the most frequently occurring **prepositions**.

## Essential Questions

- How does understanding the characters, setting, and major events in a story help us make sense of the story?
- How do stories change feelings or ideas?

## Supporting Questions

- Who are the characters in a given story?
- What is the setting in a given story?
- What are the major events in a given story?
- What do the illustrations tell about a story or text?
- In your own words, tell me what happened in a given story.

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Key Ideas and Details

RL.K.2 With prompting and support, retell familiar stories, including key details.

- Provides a retelling of a familiar story, including key details.

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

- Provides an identification of characters in a story.
- Provides an identification of setting(s) in a story.
- Provides an identification of major events in a story.

#### Craft and Structure

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

#### Integration of Knowledge and Ideas

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

- Provides a description of the relationship between the illustrations and the story in which they appear.

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

- Provides a comparison and contrast of the adventures and experiences of characters in familiar stories.

### Reading Standards for Informational Text

#### Integration of Knowledge and Ideas

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

- Provides a description of the relationship between the illustrations and the text in which they appear (e.g. what person, place, thing, or idea from the text is depicted in an illustration).

### Reading Standards: Foundational Skills

#### Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

## Writing Standards

### Research to Build and Present Knowledge

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

- Recalls information from experiences to answer questions using a combination of drawing, dictation, and/or writing.
- Gathers information from provided sources to answer a question in a product that includes drawing, dictation, and/or writing.

Clarifications:

1. Students may need guidance and support from adults to meet the evidences for this standard.
2. Students may demonstrate this standard in conjunction with writing standard 1, 2, or 3 and 5 and 7 and/or reading standards or speaking and listening standards.

## Speaking and Listening Standards

### Presentation of Knowledge and Ideas

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

## Language Standards

### Conventions of Standard English

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

- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

*The following standards **reinforce and/or support** the unit of study focus standards:*

## Speaking and Listening Standards

### Presentation of Knowledge and Ideas

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

*The following standards **recur** through many/all of the units of study:*

## Reading Standards for Literature

### Key Ideas and Details

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

### Range of Reading and Level of Text Complexity

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

## Reading Standards for Informational Text

### Key Ideas and Details

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

### Range of Reading and Level of Text Complexity

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

## Language Standards

### Vocabulary Acquisition and Use

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

### Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

*Note: Common Core State Standards are unavailable prior to kindergarten, therefore, this will be the students' first exposure to structured curriculum.*

**RL—RL.K.2 Kindergarten students, with prompting and support, retell familiar stories, including key details.** In grade 1, students will retell familiar stories including key details, demonstrating an understanding of the central message or lesson.

**RL.K.3 Kindergarten students, with prompting and support, identify characters, setting, and major events in a story.** In grade 1, students will describe the characters, setting, and major events in a story using key details.

**RL.K.4 Kindergarten students ask questions about unknown words in text.** In grade 1, students will identify words and phrases in a story or poem that suggest feelings or appeal to the senses.

**RL.K.7 Kindergarten students, with prompting and support, describe the relationship between the illustrations in a story.** In grade 1, students will use illustrations and details in the story to describe the characters, setting, and events.

**RL.K.9 Kindergarten students, with prompting and support, compare and contrast the adventures and experiences of the characters in familiar stories.** In grade 1, students will compare and contrast the adventures and experiences of the characters in stories independently.

**RI—RI.K.7 Kindergarten students, with prompting and support, describe the relationship between illustrations and the text in which they appear.** In grade 1, students will use illustrations and details in a text to describe key ideas.

**RF—RF.K.1b Kindergarten students recognize that spoken words are represented in written language by specific sequences of letters.** Students will have mastered this standard during their kindergarten year.

RF.K.1d **Kindergarten students recognize some upper- and lowercase letters.** Students will have mastered this standard during their kindergarten year.

**W**— W.K.8 **Kindergarten students, with guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.** In grade 1, students will continue developing these skills.

**SL**— SL.K.4 **Kindergarten students describe familiar people, places, things, and events and—with prompting and support—provide additional details.** In grade 1, students will describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**L**— L.K.1c **Kindergarten students demonstrate a command of the conventions of standard English grammar and usage when speaking by using plural forms of nouns orally by adding /s/ or/es/ (e.g., *dog, dogs; wish, wishes*).** In grade 1, students will use singular and plural nouns with matching verbs in basic sentences and using verbs to convey a sense of past, present, and future.

L.K.1e **Kindergarten students demonstrate a command of the conventions of standard English grammar and usage when speaking by using the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).** In grade 1, students will use frequently occurring prepositions (e.g., *during, beyond, toward*).

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

*The Role of Speaking and Listening in K-5 Literacy, (pp. 26-27)*

### Appendix B: Text Exemplars and Sample Performance Tasks

*K-1 Text Exemplars, (pp. 14-36)*

### Suggested Local Resources

- District-provided reading materials.
- Core Knowledge-provided reading materials (inventory list provided via the Hobbs Municipal Schools Website).

### Terminology

No new terminology for this unit.

### Challenging Concepts

No new challenging concepts for this unit.

## Online Resources

### *Suggested Local Resources*

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- [http://www.hobbsschools.net/department/elementary\\_instruction/curriculum\\_k-5](http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5) (username: hmsstaff; password: resources)
- [www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources](http://www.hobbsschools.net/Departments/Elementary_Instruction/Educational_Resources)

### *Common Core State Standards, Appendices, and PARCC Assessments*

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### *Other Websites with CCSS Information, Strategies, or Lessons*

- [www.starfall.com](http://www.starfall.com): Resources to teach children to read with phonics.
- Think Central: <https://www-k6.thinkcentral.com/ePC/start.do>.
- [www.readingrockets.org](http://www.readingrockets.org): A national multi-media literacy initiative that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better.
- [www.fcrr.org](http://www.fcrr.org): Student-centered activities aligned to the Common Core standards
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com): An open marketplace for educators
- [pinterest.com](http://pinterest.com): A content sharing service that allows members to "pin" images, videos, and other objects to their pin board.
- <http://www.edsteps.org/CCSSO/Home.aspx>: Resource for student writing samples (free registration)
- <http://learnzillion.com/overview>: Lessons and assessments created by teachers, some aligned to the Common Core.
- [www.Muskingum.edu/~cal/database/general/reading.html](http://www.Muskingum.edu/~cal/database/general/reading.html): Reading comprehension strategies, graphic organizers, reading strategies for ELL students.

## Kindergarten English Language Arts, Quarter 1, Unit 1.3

# Letter/Sound Awareness

### Overview

**Number of instructional days:** 22 (1 day = 90 minutes; divided into two or three sessions)

By the end of this unit, students will demonstrate an understanding of the organization and basic features of print by recognizing that words represent written language and by identifying and naming many upper and lowercase letters of the alphabet. Understanding that each letter or letter combination (graphemes\*) corresponds to a specific sound(s), including the short sounds of the five major vowels, is a key component in reading and writing. Students isolate initial sounds (phonemes\*) in given words. Knowledge of sound/ letter relationships allows students to begin to spell simple words phonetically. Instruction helps students further understand the concept of letters by writing many upper and lowercase letters and by using phonics to write simple words. In addition to basic concepts of letters, students make real-life connections between words and how they are used.

Students participate in whole and small group phonics lessons to learn the basic concepts of letters including identification, letters sounds, and writing letters. Whole group conversations are utilized in order to teach students how to make real-life connections between words and their uses. Educational software programs with phonics lessons are useful tools. District-provided reading curriculum also includes phonics components.

This unit is taught in the first quarter in order to build a foundation for reading and writing. Subsequent units, specifically quarters 3 and 4, will build upon this foundation to include mastery of all upper and lowercase letters, identification of initial, medial vowel, and final sounds, and basic concepts of beginning writing.

As with all units aligned to the Common Core State Standards, students should be able to listen to or read texts within the appropriate range of complexity. Students should have the opportunity to listen to or read that they can read fluently as well as texts that are challenging for them, with support from the instructor as necessary.

*\*Definitions provided in terminology section.*

### Concepts to Be Learned and Skills to Be Used

- DEMONSTRATE understanding of the **organization** of **print** by:
  - RECOGNIZING that **spoken words** are represented in **written language** by specific **sequences of letters**.
  - RECOGNIZING upper- and lowercase **letters** of the **alphabet**.
  - DEMONSTRATE understanding of **spoken words, syllables, and sounds** by:
  - ISOLATING the **initial sounds** in three-phoneme **words**.
  - PRONOUNCING the **initial sound** in three-phoneme **words**.



- KNOW and APPLY grade-level **phonics** and **word analysis skills** in **decoding words** by:
  - DEMONSTRATING basic **knowledge** of one-to-one **letter-sound** correspondences.
  - PRODUCING the **primary** or many of the most frequent **sound** for each **consonant**.
  - ASSOCIATE the **short sounds** with common spellings for the five major **vowels**.
- DEMONSTRATE command of the **conventions** of standard English **grammar** and **usage** when **writing** by:
- PRINTING many upper- and lowercase **letters**.
- DEMONSTRATE command of the **conventions** of standard English **spelling** when **writing** by:
  - SPELLING simple **words** phonetically, drawing on knowledge of sound-letter relationships.
- EXPLORE word **relationships** and nuances in **word meanings** by:
  - IDENTIFYING real-life **connections** between **words** and their **use**.

## Essential Questions

- How do words help us communicate?
- How does knowing letters and letter sounds help us in our everyday life?

## Supporting Questions

- What letters of the alphabet can you identify?
- How many letter sounds can you produce?
- What are the initial sounds of given words?
- Demonstrate how to write given letters.

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

<b>Reading Standards: Foundational Skills</b>
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### Print Concepts

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.

**Phonological Awareness**

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)

**Phonics and Word recognition**

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**Language Standards****Conventions of Standard English**

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing ~~or speaking~~.
- a. Print many upper- and lowercase letters.
- L.K.2 Demonstrate command of the conventions of standard English ~~capitalization, punctuation, and~~ spelling when writing.
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Vocabulary Acquisition and Use**

- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

*The following standards **reinforce and/or support** the unit of study focus standards:*

None at this time.

*The following standards **recur** through many/all of the units of study:*

**Reading Standards for Literature****Key Ideas and Details**

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

**Range of Reading and Level of Text Complexity**

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

## Reading Standards for Informational Text

### Key Ideas and Details

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

### Range of Reading and Level of Text Complexity

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

## Language Standards

### Vocabulary Acquisition and Use

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

### Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

*Note: Common Core State Standards are unavailable prior to kindergarten, therefore, this will be the students' first exposure to structured curriculum.*

**RL**—No focus standards at this time.

**RI**—No focus standards at this time.

**RF**— **RF.K.1b Kindergarten students recognize that spoken words are represented in written language by specific sequences of letters.** In grade 1, students will have mastered this skill.

**RF.K.1d Kindergarten students recognize and name upper- and lowercase letters of the alphabet.** In grade 1, students will have mastered this skill.

**RF.K.2d Kindergarten students isolate and pronounce the initial, ~~medial vowel,~~ and final sounds in three-phoneme words.** In grade 1, students pronounce initial, medial vowels, and final sounds in spoken single-syllable words.

**Rf.K.3a Kindergarten students demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.** In grade 1, students will know the spelling-sound correspondences for common consonant digraphs.

**RF.K.3b Kindergarten students associate short sounds with common spellings for the five major vowels.** In grade 1, students will know final –e and common vowel team conventions for representing long vowel sounds.

**W**—No focus standards at this time.

**SL**—No focus standards at this time.

**L**— **L.K.1a Kindergarten students print many upper- and lowercase letters.** In grade 1, students will print all upper- and lowercase letters.

**L.K.2d Kindergarten students spell simple words phonetically, drawing on knowledge of sound-letter relationships.** In grade 1, students will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**L.K.5 Kindergarten students identify real-life connections between words and their use.** In grade 1, students will continue identifying real-life connections between words and their uses.

## **Resources: References to Appendices A–C and Other Resources**

### **Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms**

*Reading Foundational Skills (pp. 17-22)*

### **Appendix B: Text Exemplars and Sample Performance Tasks**

*K-1 Text Exemplars, (pp. 14-36)*

### **Suggested Local Resources**

- District-provided reading materials.
- Core Knowledge-provided reading materials (inventory list provided via the Hobbs Municipal Schools Website).

### **Terminology**

- Phonemes: Individual speech sounds that are combined to create words in a language system.
- Graphemes: Letters and letter combinations that represent sounds.
- Nuances: Subtle difference in the meaning and expression of words (e.g., glad, happy, cheerful, elated).

### **Challenging Concepts**

- Isolate and pronounce the initial, medial vowel, and final sounds.

### **Online Resources**

#### ***Suggested Local Resources***

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- [http://www.hobbsschools.net/department/elementary\\_instruction/curriculum\\_k-5](http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5) (username: hmsstaff; password: resources)
- [www.hobbsschools.net](http://www.hobbsschools.net): Departments/Elementary Instruction/Educational Resources

## ***Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

## ***Other Websites with CCSS Information, Strategies, or Lessons***

- [www.starfall.com](http://www.starfall.com): Resources to teach children to read with phonics.
- Think Central: <https://www-k6.thinkcentral.com/ePC/start.do>.
- [www.abcya.com](http://www.abcya.com): Lessons incorporate English Language Arts while teaching computer skills.
- [www.readingrockets.org](http://www.readingrockets.org): A national multi-media literacy initiative that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better.
- [www.schooltube.com](http://www.schooltube.com): Videos for teaching the alphabet. Type in individual letters in the search box and it will list videos available.
- [www.fcrr.org](http://www.fcrr.org): Student-centered activities aligned to the Common Core State Standards.
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com): An open marketplace for educators.
- [pinterest.com](http://pinterest.com): A content sharing service that allows members to "pin" images, videos, and other objects to their pin board.
- <http://www.edsteps.org/CCSSO/Home.aspx>: Resource for student writing samples (free registration).
- <http://learnzillion.com/overview>: Lessons and assessments created by teachers, some aligned to the Common Core State Standards.
- [www.Muskingum.edu/~cal/database/general/reading.html](http://www.Muskingum.edu/~cal/database/general/reading.html): Reading comprehension strategies, graphic organizers, reading strategies for ELL students.

## Kindergarten English Language Arts, Quarter 2, Unit 2.1

# Emergent Reading

### Overview

**Number of instructional days:** 14 (1 day = 90 minutes; divided into two or three sessions)

By the end of this unit, students will gain skills necessary to be able to analyze the basic parts, spellings, meanings, and use of words. Having knowledge of high frequency words, along with the basic understanding of words, will allow students to develop skills in reading fluency. Students will distinguish the different sounds in and meanings of a word through exposure to a variety of texts, including literature and informational, poetry, and songs. This will allow them to develop an understanding of onsets\* and rimes\*, particularly in similarly spelled words, and rhyming words in both oral and written forms. Instruction should also focus on teaching common kindergarten high frequency words. Vocabulary acquisition is a key component in the students' development of reading and writing skills; specific attention needs to be directed on verb meanings.

Students will participate in whole and small group reading and phonics lessons to learn the basic concepts of word sounds including words that rhyme and basic kindergarten sight words. Whole group conversations will be utilized in order to teach students how to make real-life connections between words and their uses. Engaging in question and answer sessions will lead to the student's ability of understand texts. Role playing can assist in students gaining an understanding of verbs by allowing the students to act out the actions described.

This unit is taught in the second quarter because kindergarten students are beginning to transition from understanding that letters come together to form words to the fact that words have particular meanings and functions in written texts. Vocabulary development will allow the students to show growth in their reading and writing skills. High frequency word recognition assists the students in becoming fluent readers and writers.

As with all units aligned to the Common Core State Standards, students should be able to listen to or read texts within the appropriate range of complexity. Students should have the opportunity to listen to or read that they can read fluently as well as texts that are challenging for them, with support from the instructor as necessary.

*\*Definitions provided in terminology section.*

### Concepts to Be Learned and Skills to Be Used

- DEMONSTRATE understanding of spoken words, syllables, and sounds (phonemes) by:
  - RECOGNIZING rhyming words.
  - BLENDING onsets and rimes.
  - SEGMENTING onsets and rimes.

- KNOW and APPLY grade-level phonics and word analysis skills in decoding words by:
  - READING common high frequency words by sight.
  - DISTINGUISHING between similarly spelled words by IDENTIFYING the sounds of the letters that differ.
- DISTINGUISH shades of meaning among words.
- DESCRIBE verb meanings by ACTING out the actions.

## Essential Questions

- How does the understanding of rhyming words help us become better readers and writers?
- How does blending and segmenting words help us to become better readers and writers?

## Supporting Questions

- Of the three words that I say, which two rhyme (i.e., cat, fat, sit; red, black, bed)?
- What sound do you hear at the beginning of this word (i.e., mad; pet; zoo)?
- Look at these two words. How are these words the same/different (i.e., sad/mad; log/hog)?
- Watch me closely. Am I marching, running, walking, or stomping? Can you \_\_\_\_\_ like me?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards: Foundational Skills

#### Phonological Awareness

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Recognize ~~and produce~~ rhyming words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.

#### Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Language Standards****Vocabulary Acquisition and Use**

- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- Shows understandings of word relationships and nuances in word meanings by acting out the meanings of verbs describing the same general action (e.g. walk, march, strut, prance), thereby showing the ability to distinguish shades of meaning.

*The following standards **reinforce and/or support** the unit of study focus standards:*

**Writing Standards****Research to Build and Present Knowledge**

- W.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 Standards****Presentation of Knowledge and Ideas**

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

*The following standards **recur** through many/all of the units of study:*

**Reading Standards for Literature****Key Ideas and Details**

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

**Range of Reading and Level of Text Complexity**

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

**Reading Standards for Informational Text****Key Ideas and Details**

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

**Range of Reading and Level of Text Complexity**

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



<b>Reading Standards: Foundational Skills</b>
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**Print Concepts**

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.

<b>Language Standards</b>
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**Vocabulary Acquisition and Use**

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

**Clarifying the Standards**

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**— No focus standards at this time.

**RI**—No focus standards at this time.

**RF**— RF.K.2a **In kindergarten, with prompting and support, students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by recognizing rhyming words.** In grade 1, students distinguish long from short vowel sounds in spoken single-syllable words.

RF.K.2c **In kindergarten, with prompting and support, students demonstrate understanding of spoken words, syllables, and sounds (phonemes) by blending and segmenting onsets and rimes of single-syllable spoken words.** In grade 1, students isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.K.3c **In kindergarten, with prompting and support, students know and apply grade-level phonics and words analysis skills in decoding words by reading common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).** In grade 1, students know final -e and common vowel team conventions for representing long vowel sounds.

RF.K.3d **In kindergarten students distinguish between similarly spelled words by identifying the sounds of the letters that differ.** In grade 1, students use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

**W**— No focus standards at this time.

**SL**— No focus standards at this time.

**L**— L.K.5d In kindergarten, with guidance and support from adults, students explore word relationships and nuances in word meanings by distinguishing shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. In grade 1, students distinguish shades of meaning among verbs in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or acting out the meanings.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

#### *Rhyme Recognition During Word Play (p. 18)*

Say “yes” if the words have the same last sounds (rhyme):

- clock/dock (y)
- red/said (y)
- down/boy (n)

#### *Onset and Rime Manipulation (Spoken Language) (p. 19)*

Within a single syllable, *onset* is the consonant sound or sounds that may precede the vowel; *rime* is the vowel and all other consonant sounds that may follow the vowel.

Say the two parts slowly and then blend into a whole word:

- school onset - /sch/; rime - /ool/
- star onset - /st/; rime - /ar/
- place onset - /pl/; rime - /ace/
- all onset (none); rime - /all/

### Suggested Local Resources

- District-provided reading materials.
- Core Knowledge-provided reading materials (inventory list provided via the Hobbs Municipal Schools Website).
- Teacher-selected texts, poems, songs.

### Terminology

- Onsets: The consonant sounds or sounds that may precede the vowel within a single syllable.
- Rimes: The vowel and all of the other consonants that may follow the vowels.
- Nuance: Subtle difference in the meaning and expression of words (e.g., glad, happy, cheerful, elated).

## Challenging Concepts

No new challenging concepts in this unit.

## Online Resources

### *Suggested Local Resources*

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- [http://www.hobbsschools.net/department/elementary\\_instruction/curriculum\\_k-5](http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5) (username: hmsstaff; password: resources)
- [www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources](http://www.hobbsschools.net/Departments/Elementary_Instruction/Educational_Resources)

### *Common Core State Standards, Appendices, and PARCC Assessments*

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### *Other Websites with CCSS Information, Strategies, or Lessons*

- [www.starfall.com](http://www.starfall.com): Resources to teach children to read with phonics.
- Think Central: <https://www-k6.thinkcentral.com/ePC/start.do>.
- [www.abcya.com](http://www.abcya.com): Lessons incorporate English Language Arts while teaching computer skills.
- [www.readingrockets.org](http://www.readingrockets.org): A national multi-media literacy initiative that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better.
- [www.schooltube.com](http://www.schooltube.com): Videos for teaching the alphabet. Type in individual letters in the search box and it will list videos available.
- [www.fcrr.org](http://www.fcrr.org): Student-centered activities aligned to the Common Core State Standards.
- [www.havefunteaching.com](http://www.havefunteaching.com): Student-centered worksheets, flash cards, songs, and videos aligned to the Common Core State Standards.
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com): An open marketplace for educators.
- [pinterest.com](http://pinterest.com): A content sharing service that allows members to "pin" images, videos, and other objects to their pin board.
- <http://www.edsteps.org/CCSSO/Home.aspx>: Resource for student writing samples (free registration).
- <http://learnzillion.com/overview>: Lessons and assessments created by teachers, some aligned to the Common Core State Standards.
- [www.Muskingum.edu/~cal/database/general/reading.html](http://www.Muskingum.edu/~cal/database/general/reading.html): Reading comprehension strategies, graphic organizers, reading strategies for ELL students.

## Kindergarten English Language Arts, Quarter 2, Unit 2.2

# Comparing and Analyzing Texts

### Overview

**Number of instructional days:** 15 (1 day = 90 minutes; divided into two or three sessions)

By the end of this unit, students will be able to identify basic similarities in and differences between two texts on the same topic (e.g., *The Three Little Pigs*, *Goldilocks and The Three Bear*, *Cinderella*). They use illustrations and descriptions to compare and analyze text. The students begin composing and writing complete sentences using correct punctuation to describe the text. Question and answer sessions should be utilized in order to allow students to clarify understanding, get help, or gain information. These sessions assist in student comprehension and sentence creation.

Students participate in whole or small group reading activities by listening to similar texts on the same topic and orally comparing similarities and differences between the two texts. The teacher records student responses using a graphic organizer. Sentence starters are also beneficial to student learning.

This unit is taught in order to expand on the facilitation of knowledge of conversational expression through both stories and personal experiences that were previously taught in quarter 1. In subsequent units, students will utilize this knowledge through written expression independently.

As with all units aligned to the Common Core State Standards, students should be able to listen to or read texts within the appropriate range of complexity. Students should have the opportunity to listen to or read that they can read fluently as well as texts that are challenging for them, with support from the instructor as necessary.

### Concepts to Be Learned and Skills to Be Used

- IDENTIFY basic **similarities** in **two texts** on the **same topic**.
- IDENTIFY differences between **two texts** on the **same topic**.
- ASK and ANSWER **questions** in order to **seek help**.
- ASK and ANSWER **questions** in order to **get information**.
- ASK and ANSWER **questions** in order to **clarify** understanding.
- DEMONSTRATE command of the conventions of standard **English grammar** and **usage** when **writing** or **speaking**.
  - PRODUCE and EXPAND **complete sentences**.

## Essential Questions

- How does comparing different texts on the same topic help you learn?
- How can questions help me understand something?

## Supporting Questions

- What is similar and/or different between the two stories that we read today (i.e., two versions of *Little Red Riding Hood*)? How are the stories similar? How are they different?
- While looking at or hearing the name of the title page of the book, what question can you ask to get more information about the book?
- In complete sentences, what else can you tell me about the picture or story?
- What do you think happens next in the story? Draw me a picture and write about it. (Child uses “creative” writing or dictates information to the teacher as the teacher writes.)

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Informational Text

#### Integration of Knowledge and Ideas

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

- Provides an identification of the basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

### Speaking and Listening Standards

#### Comprehension and Collaboration

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

### Language Standards

#### Conventions of Standard English

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

- f. Produce and expand complete sentences in shared language activities.

*The following standards **reinforce and/or support** the unit of study focus standards:*

### **Reading Standards for Informational Text**

#### **Craft and Structure**

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

### **Speaking and Listening Standards**

#### **Presentation of Knowledge and Ideas**

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

*The following standards **recur** through many/all of the units of study:*

### **Reading Standards for Literature**

#### **Key Ideas and Details**

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

#### **Range of Reading and Level of Text Complexity**

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

### **Reading Standards for Informational Text**

#### **Key Ideas and Details**

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

#### **Range of Reading and Level of Text Complexity**

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

### **Reading Standards: Foundational Skills**

#### **Print Concepts**

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

### **Language Standards**

#### **Vocabulary Acquisition and Use**

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

## Clarifying the Standards

**Key:** *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

**RL**—No focus standards at this time.

**RI**— **RI.K.9 In kindergarten, with prompting and support, students identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).** In grade 1, students identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RF**—No focus standards at this time.

**W**—No focus standards at this time.

**SL**— **SL.K.3 Kindergarten students ask and answer questions in order to seek help, get information, or clarify something that is not understood.** In grade 1, students ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**L**— **L.K.1f Kindergarten students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by producing and expanding complete sentences in shared language activities.** In grade 1, students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using frequently occurring adjectives.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

*Speaking and Listening (pp. 26-27)*

*Language (p. 29)*

### Appendix B: Text Exemplars and Sample Performance Tasks

*K-1 Text Exemplars (pp. 14-36)*

### Suggested Local Resources

- District-provided reading materials.
- Core Knowledge-provided reading materials (inventory list provided via the Hobbs Municipal Schools Website).

## **Terminology**

No new terminology in this unit.

## **Challenging Concepts**

No new terminology in this unit.

## **Online Resources**

### ***Suggested Local Resources***

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- [http://www.hobbsschools.net/department/elementary\\_instruction/curriculum\\_k-5](http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5) (username: hmsstaff; password: resources)
- [www.hobbsschools.net](http://www.hobbsschools.net): Departments/Elementary Instruction/Educational Resources

### ***Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### ***Other Websites with CCSS Information, Strategies, or Lessons***

- [www.starfall.com](http://www.starfall.com): Resources to teach children to read with phonics.
- Think Central: <https://www-k6.thinkcentral.com/ePC/start.do>.
- [www.abcy.com](http://www.abcy.com): Lessons incorporate English Language Arts while teaching computer skills.
- [www.readingrockets.org](http://www.readingrockets.org): A national multi-media literacy initiative that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better.
- [www.schooltube.com](http://www.schooltube.com): Videos for teaching the alphabet. Type in individual letters in the search box and it will list videos available.
- [www.fcrr.org](http://www.fcrr.org): Student-centered activities aligned to the Common Core State Standards.
- [www.havefunteaching.com](http://www.havefunteaching.com): Student-centered worksheets, flash cards, songs, and videos aligned to the Common Core State Standards.
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com): An open marketplace for educators.
- [pinterest.com](http://pinterest.com): A content sharing service that allows members to "pin" images, videos, and other objects to their pin board.
- <http://www.edsteps.org/CCSSO/Home.aspx>: Resource for student writing samples (free registration).



- <http://learnzillion.com/overview>: Lessons and assessments created by teachers, some aligned to the Common Core State Standards.
- [www.Muskingum.edu/~cal/database/general/reading.html](http://www.Muskingum.edu/~cal/database/general/reading.html): Reading comprehension strategies, graphic organizers, reading strategies for ELL students.

## Kindergarten English Language Arts, Quarter 2, Unit 2.3

# Emergent Writing

### Overview

**Number of instructional days:** 15 (1 day = 90 minutes; divided into two or three sessions)

By the end of this unit, using a combination of drawing, dictating, and writing, students will produce a written opinion/argument\* piece about a familiar book or topic independently. With guidance and support from adults, they will respond to questions and suggestions from their peers and add details to strengthen their pieces. They will learn to separate words by spaces, to capitalize the first word in a sentence and the pronoun *I*, and to recognize and name end punctuation. A key component in students' acquisition of writing skills will be their exploration of word relationships and nuances in word meanings by relating frequently occurring verbs and adjectives to their opposites. As they participate in whole and small group discussions, they will form regular plural nouns.

Students will participate in whole group instruction using reading, writing, and grammar lessons. Exposing students to a variety of texts will support the students in their understanding of the structure of a sentence and word usage. Discussions about the texts will provide the students an opportunity to gain an understanding of plural nouns, verbs and adjectives. Whole and small group guided writing sessions should begin with model writing and student dictated writing. Sentence starters and word walls are useful tools in helping students organize and complete their writings. These activities will benefit the students by helping them move toward independent writing. Question and answer sessions should also be utilized in order to allow for group and peer revisions to student writings.

This unit is taught after the students have focused on composing sentences orally. They are now transitioning to being able to express their thoughts through writing. In subsequent units students will build upon these writing skills by composing other types of writings, such as narrative and informative pieces.

As with all units aligned to the Common Core State Standards, students should be able to listen to, or read texts within the appropriate range of complexity. Students should have the opportunity to listen to or read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

*\*Definitions provided in terminology section.*

### Concepts to Be Learned and Skills to Be Used

- DEMONSTRATE understanding of the **organization** of **print** by:
  - UNDERSTANDING that **words** are **separated** by **spaces** in print.
- USE a combination of **drawing**, **dictating** and **writing** to COMPOSE **opinion pieces**.

- RESPOND to **questions** and **suggestions** from peers and ADD **details** to strengthen **writing**.
- DEMONSTRATE command of the conventions of standard **English grammar** and **usage** when **writing** or **speaking**.
  - FORM regular **plural nouns orally** by adding /s/ or /es/.
- DEMONSTRATE command of the conventions of standard **English capitalization, punctuation** and **spelling** when **writing** by:
  - CAPITALIZING the **first word** in a **sentence** and the **pronoun I**.
  - RECOGNIZING and NAMING **end punctuation**.
- EXPLORE word relationships and **nuances** in word meanings by:
  - DEMONSTRATE understanding of frequently occurring **verbs** and **adjectives** by RELATING them to their **opposites** (antonyms).

### Essential Questions

- How does punctuation help you understand what you are reading?
- Why is it important to share your own opinion?

### Supporting Questions

- How can I correct this sentence (i.e., I see a dog; can you see me)?
- What word is the opposite of \_\_\_\_\_(i.e., on, up, in, stop)?
- Look at the pictures. I call this picture a \_\_\_\_\_(i.e., dog, duck, pencil). What are these (i.e., dogs, ducks, pencils) called?
- What is the name of this symbol? (punctuation marks)
- What is your favorite topic for a story? Why? Draw a picture of what the title page would look like and write the title of the book at the top of your drawing. Child may select a familiar book or create a “new” book to design and title.

## Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

The following standards are the **focus** of this unit of study:

### Reading Standards: Foundational Skills

#### Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- c. Understand that words are separated by spaces in print.

### Writing Standards

#### Text Types and Purposes

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the 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 . . .*).

- States an opinion or preference about a topic or book using a combination of drawing, dictating, and/or writing.
- Includes the topic or name of the book they are writing about when stating an opinion or preference.

Clarification:

1. This standard and the evidences are typically elicited by asking students to tell why they think or believe as they do about a topic or book.
2. At this grade, students often require prompting for all evidences to meet the full demands of the standard.
3. Students may demonstrate this standard in conjunction with writing standards 2, 5, 6, 7, and 8 and/or reading standards.

#### Production and Distribution of Writing

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

- Provides a response to questions and suggestions from peers. (1)
- Adds details that strengthen writing as needed after review of drafts. (2)

Clarification:

1. Students may need guidance and support from adults to meet the evidences for this standard.
2. Implicit in this standard is the understanding that writing is a process that may include production of multiple drafts.
3. Students may demonstrate this standard in conjunction with writing standard 1, 2, or 3 and 6, 7 and 8 and/or reading.

## Language Standards

### Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize the first word in a sentence and the pronoun *I*.
  - b. Recognize and name end punctuation.

### Vocabulary Acquisition and Use

- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them
    - **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**
- Clarification:
1. Shows understanding of word relationships and nuances in word meanings by demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)

*The following standards **reinforce and/or support** the unit of study focus standards:*

## Speaking and Listening Standards

### Presentation of Knowledge and Ideas

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

## Language Standards

### Conventions of Standard English

- L.K.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

*The following standards **recur** through many/all of the units of study:*

## Reading Standards for Literature

### Key Ideas and Details

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

### Range of Reading and Level of Text Complexity

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

## Reading Standards for Informational Text

### Key Ideas and Details

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

### Range of Reading and Level of Text Complexity

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

## Reading Standards: Foundational Skills

### Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

## Language Standards

### Vocabulary Acquisition and Use

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

## Writing Standards

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

## Clarifying the Standards

**Key:** *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

**RL**— No focus standards at this time.

**RI**— No focus standards at this time.

**RF**— RF.K.1c **Kindergarten, with prompting and support, students demonstrate understanding of the organization and basic features of print by understanding that words are separated by spaces in print.** In grade 1, students demonstrate understanding of the organizing and basic features of print.

**W**— W.K.1 **Kindergarten, students use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the 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....*)** In grade 1, \_\_\_\_\_

students write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**W.K.5 With guidance and support from adults, Kindergarten students respond to questions and suggestions from peers and add details to strengthen writing as needed.** In grade 1, students, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**SL**—No focus standards at this time.

**L**— **L.K.1c Kindergarten students, with prompting and support, demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Kindergarten students will form plural nouns orally by adding /s/ or /es/ (e.g., *dog; dogs; wish, wishes*).** In grade 1, students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

**L.K.2a Kindergarten students, with prompting and support, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by capitalizing the first word in a sentence and the pronoun *I*.** In grade 1, students demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing by capitalizing dates and names of people.

**L.K.2b Kindergarten students recognize and name end punctuation.** In grade 1, students use end punctuation for sentences.

**L.K.5b Kindergarten students, with prompting and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).** In grade 1, students define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

## **Resources: References to Appendices A–C and Other Resources**

### **Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms**

*Making Appropriate Grammar and Usage Choices in Speaking and Writing (p. 29)*

*Argument (p. 23)*

### **Appendix B: Text Exemplars and Sample Performance Tasks**

*K-1 Text Exemplars (pp. 14-36)*

### **Appendix C: Samples of Student Writing**

*Grade K opinion, “My Fabbit Book Is Do You Want To Be My Friend” (p. 6)*

## **Suggested Local Resources**

- District-provided reading materials.
- Core Knowledge-provided reading materials (inventory list provided via the Hobbs Municipal Schools Website).

## **Terminology**

- Opinion/Argument: A view or judgment about something or someone.
- Nuance: Subtle difference in the meaning and expression of words (e.g. glad, happy, cheerful, elated).

## **Challenging Concepts**

- Independent writing.

## **Online Resources**

### ***Suggested Local Resources***

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- [http://www.hobbsschools.net/department/elementary\\_instruction/curriculum\\_k-5](http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5) (username: hmsstaff; password: resources)
- [www.hobbsschools.net](http://www.hobbsschools.net): Departments/Elementary Instruction/Educational Resources

### ***Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website
- [www.starfall.com](http://www.starfall.com): Resources to teach children to read with phonics.
- Think Central: <https://www-k6.thinkcentral.com/ePC/start.do>.
- [www.abcya.com](http://www.abcya.com): Lessons incorporate English Language Arts while teaching computer skills.
- [www.readingrockets.org](http://www.readingrockets.org): A national multi-media literacy initiative that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better.
- [www.schooltube.com](http://www.schooltube.com): Videos for teaching the alphabet. Type in individual letters in the search box and it will list videos available.
- [www.fcrr.org](http://www.fcrr.org): Student-centered activities aligned to the Common Core State Standards.



- [www.havefunteaching.com](http://www.havefunteaching.com): Student-centered worksheets, flash cards, songs, and videos aligned to the Common Core State Standards.
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com): An open marketplace for educators.
- [pinterest.com](http://pinterest.com): A content sharing service that allows members to "pin" images, videos, and other objects to their pinboard.
- <http://www.edsteps.org/CCSSO/Home.aspx>: Resource for student writing samples (free registration).
- <http://learnzillion.com/overview>: Lessons and assessments created by teachers, some aligned to the Common Core State Standards.
- [www.Muskingum.edu/~cal/database/general/reading.html](http://www.Muskingum.edu/~cal/database/general/reading.html): Reading comprehension strategies, graphic organizers, reading strategies for ELL students.

## Kindergarten English Language Arts, Quarter 3, Unit 3.1

# Transitional Reading and Writing

### Overview

**Number of instructional days:** 24 (1 day = 90 minutes; divided into two or three sessions)

The objective of this unit is for students to understand words and the makeup of words from written and verbal texts in order to use them within written and verbal communication. Along with word usage, the students use texts and life experiences to write a narrative piece that describes a single event or several loosely linked events in the order in which they occurred and reactions to them. Students focus on counting, producing, blending, and segmenting syllables in spoken words. They use three phoneme\* words to isolate and pronounce the initial, medial, and final sounds and use one-syllable words to add and substitute individual sounds in order to make new words. They associate the long and short sounds with graphemes\* for the major vowels and read emergent-reader texts. The students participate in collaborative conversations with diverse partners using nouns and verbs appropriately.

Students participate in whole/small-group reading instruction and collaborative discussions following agreed-upon rules for discussion. They demonstrate their knowledge of spoken words, syllables, and sounds by counting, blending, segmenting, and producing syllables individually or as a group. They also isolate and pronounce initial, medial, and final phonemes and associate the short and long sounds with common spellings (graphemes) for the major vowels. Students are given the opportunity to read emergent-reader texts and 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.

This unit is taught in the third quarter because the students are building upon the previously taught concept of writing opinion pieces. This foundation assists them in transitioning to narrative, and later, into informative/explanatory writing. Students have grasped the concept of individual letter sounds in prior units, so they are now able to manipulate letters in order to blend, segment, and isolate vowels and consonants in words. Having the ability to internalize this letter/word manipulation allows for a greater understanding of reading and writing.

As with all units aligned to the Common Core State Standards, students should be able to listen to, or read texts within the appropriate range of complexity. Students should have the opportunity to listen to or read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

*\*Definitions provided in the terminology section.*

## Concepts to Be Learned and Skills to Be Used

- DEMONSTRATE **understanding** of **spoken words, syllables, and sounds** (phonemes).
  - COUNT, PRONOUNCE, BLEND, and SEGMENT **syllables** in **spoken words**.
  - ISOLATE and PRONOUNCE the **initial, medial, and final sounds** (phonemes) in **CVC words** (except CVC words ending in /l/, /r/, or /x/).
  - ADD or SUBSTITUTE **individual sounds** (phonemes) in **one-syllable words** to **make new words**.
- KNOW and APPLY grade-level **phonics** and **word analysis** skills in **decoding words**.
  - ASSOCIATE **long** and **short sounds** with common spellings (graphemes) for the **five major vowels**.
- READ **emergent-reader texts** with **purpose** and **understanding**.
- 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.
- PROVIDE a **reaction** to what happened.
- PARTICIPATE in **collaborative conversations** with **diverse partners** about **kindergarten topics** and **texts** with **peers** and **adults** in **small and larger groups**.
  - FOLLOW agreed-upon **rules** for **discussions**.
- DEMONSTRATE command of the conventions of standard English grammar and usage when speaking by:
  - USING frequently occurring **nouns** and **verbs**.
- EXPLORE **word relationships** and **nuances** in word meanings.
  - SORT common **objects** into **categories** (e.g., shapes, foods).

## Essential Questions

- What does a writer need to think about when writing a narrative?
- How can changing one sound in a word change the word's meaning?

## Supporting Questions

- What word would you have if you added /th/ to the beginning of "ink"? (think)
  - Say "rope". Change /r/ to/m/. What word would you get? (mope)
  - Say "park". Now say "park" without /p/. What word do you get? (ark)

- What are the names of the five vowels? What are their short sounds? What are their long sounds?
- What word am I saying? /r/ /a/ /g/; /s/ /a/ /t/; /p/ /i/ /g/
- Sort these common objects. What categories do they belong in? Why?
- Read the sentence. Look at the pictures. Which picture shows what you are reading?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards: Foundational Skills

#### Phonological Awareness

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
  - Count, pronounce, blend, and segment syllables in spoken words.
  - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
  - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### Phonics and Word recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

#### Fluency

- RF.K.4 Read emergent-reader texts with purpose and understanding.

### Writing Standards

#### Text Types and Purposes

- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

- Narrates a single event using a combination of drawing, dictating, and/or writing.
- Narrates several loosely linked events using a combination of drawing, dictating, and/or writing.
- Tells about events in the order in which they occurred when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing.
- Provides a reaction to what happened during the event(s) when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing.

Clarification:

1. This standard and the evidences are typically elicited by asking students to tell what happened and how they or others felt about what happened.
2. At this grade, students often require prompting for all evidences to meet the full demands of the standard.
3. Students may demonstrate this standard in conjunction with writing standards 2, 5, 6, 7, and 8 and/or reading standards.

## Speaking and Listening Standards

### Comprehension and Collaboration

- SL.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).

## Language Standards

### Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when ~~writing~~ or speaking.
- b. Use frequently occurring nouns and verbs.

### Vocabulary Acquisition and Use

- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

*The following standards **reinforce and/or support** the unit of study focus standards:*

## Writing Standards

### Production and Distribution of Writing

- W.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 Standards

### Presentation of Knowledge and Ideas

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

*The following standards **recur** through many/all of the units of study:*

## Reading Standards for Literature

### Key Ideas and Details

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

### Range of Reading and Level of Text Complexity

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

## Reading Standards for Informational Text

### Key Ideas and Details

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

### Range of Reading and Level of Text Complexity

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

## Reading Standards: Foundational Skills

### Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

## Language Standards

### Vocabulary Acquisition and Use

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

## Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**—No focus standards at this time.

**RI**— No focus standards at this time.

**RF**— **RF.K.2a Kindergarten students, with prompting and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes) by recognizing and producing rhyming words.** In grade 1, students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2b Kindergarten students count, pronounce, blend, and segment syllables in spoken words.** In grade 1, students will orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.K.2d Kindergarten students isolate and pronounce the initial, medial vowel, and final sounds (phonemes) with /l/,r/,or/x/).** In grade 1, students will segment spoken single syllable words into their complete sequence of individual sounds (phonemes).

**RF.K.2e Kindergarten students add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.** In grade 1, students will segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**RF.K.3b Kindergarten students know and apply grade-level phonics and word analysis skills in decoding words by associating the long and short sounds with common spellings (graphemes) for the five major vowels.** In grade 1, students will know and apply grade-level phonics and word analysis skills in decoding words by knowing final –e and common vowel team conventions for representing long vowel sounds.

**RF.K.4 Kindergarten students read emergent-reader texts with purpose and understanding.** In grade 1, students will read with sufficient accuracy and fluency to support comprehension.

**W**— **W.K.3 Kindergarten students 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.** In grade 1, students will write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense closure.

**SL**— **SL.K.1a Kindergarten students participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with adults in small and large groups by following agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).** In grade 1, students will participate in collaborative conversations with diverse partners about *grade 1 topic and text* with adults in small and large groups by following agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**L**— **L.K.1b Kindergarten students demonstrate command of the conventions of standard English grammar and usage when ~~writing~~ or speaking by using frequently occurring nouns and verbs.** In grade 1, students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using common, proper, and possessive nouns.

**L.K.5a Kindergarten students sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.** In grade 1, students, with guidance and support from adults, will sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories

## **Resources: References to Appendices A–C and Other Resources**

### **Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms**

*Reading Foundational Skills (pp. 17-20)*

*Narrative Writing (pp. 23-24)*

### **Appendix B: Text Exemplars and Sample Performance Tasks**

*K-1 Text Exemplars (pp. 14-36)*

### **Appendix C: Samples of Student Writing**

*Student Sample: K, Narrative, “I Went To Disnand” (Disneyland), (p. 9)*

### **Suggested Local Resources**

- District-provided reading materials.
- Core Knowledge-provided reading materials (inventory list provided via the Hobbs Municipal Schools Website).

### **Terminology**

- Phonemes: Individual speech sounds that are combined to create words in a language system.
- Graphemes: Letters and letter combinations that represent sounds.
- Nuance: Subtle difference in the meaning and expression of words (e.g. glad, happy, cheerful, elated).

### **Challenging Concepts**

- Narrative writing.
- Pronounce, blend, and segment syllables.
- Isolate and pronounce the initial, medial vowel, and final sounds.

### **Online Resources**

#### ***Suggested Local Resources***

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- [http://www.hobbsschools.net/department/elementary\\_instruction/curriculum\\_k-5](http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5) (username: hmsstaff; password: resources)
- [www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources](http://www.hobbsschools.net/Departments/Elementary_Instruction/Educational_Resources)



***Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website
- [www.starfall.com](http://www.starfall.com): Resources to teach children to read with phonics.
- Think Central: <https://www-k6.thinkcentral.com/ePC/start.do>.
- [www.abcya.com](http://www.abcya.com): Lessons incorporate English Language Arts while teaching computer skills.
- [www.readingrockets.org](http://www.readingrockets.org): A national multi-media literacy initiative that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better.
- [www.schooltube.com](http://www.schooltube.com): Videos for teaching the alphabet. Type in individual letters in the search box and it will list videos available.
- [www.fcrr.org](http://www.fcrr.org): Student-centered activities aligned to the Common Core State Standards.
- [www.havefunteaching.com](http://www.havefunteaching.com): Student-centered worksheets, flash cards, songs, and videos aligned to the Common Core State Standards.
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com): An open marketplace for educators.
- [pinterest.com](http://pinterest.com): A content sharing service that allows members to "pin" images, videos, and other objects to their pin board.
- <http://www.edsteps.org/CCSSO/Home.aspx>: Resource for student writing samples (free registration).
- <http://learnzillion.com/overview>: Lessons and assessments created by teachers, some aligned to the Common Core State Standards.
- [www.Muskingum.edu/~cal/database/general/reading.html](http://www.Muskingum.edu/~cal/database/general/reading.html): Reading comprehension strategies, graphic organizers, reading strategies for ELL students.

## Kindergarten English Language Arts, Quarter 3, Unit 3.2

# Word Analysis and Comprehension

### Overview

**Number of instructional days:** 8 (1 day = 90 minutes; divided into two or three sessions)

By the end of this unit, students will understand and use question words, understand and use new meanings for familiar words, and use multiple meanings of the same word correctly both in speaking and writing. Students listen to a variety of texts and participate in question and answer sessions in order to gain an understanding of question words (e.g., who, what, where, when, how...) as well as multiple meaning and unknown words (e.g., duck/to duck). Utilizing prompting and support, students answer and produce questions using a variety of interrogatives\* both orally and in written form.

Lessons should provide students with the opportunity to participate in whole and small group discussions, role playing, and question and answer sessions. These activities allow students to demonstrate their understanding of correct word meanings and the concept of questions versus statements. Students should apply this vocabulary acquisition through oral and written forms.

This unit is taught in the middle of the third quarter in order to build upon previous writing and vocabulary acquisition skills. This knowledge will aid students in their continued development of independent writing and verbal expression skills.

As with all units aligned to the Common Core State Standards, students should be able to listen to or read texts within the appropriate range of complexity. Students should have the opportunity to listen to or read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

*\*Definition provided in terminology section.*

### Concepts to Be Learned and Skills to Be Used

- DEMONSTRATE command of the conventions of standard English grammar and usage when speaking by:
  - UNDERSTANDING and USING **question words** (who, what, where, when, why, how).
- DETERMINE or CLARIFY the meaning of unknown and multiple meaning words and phrases by:
  - IDENTIFYING **new meanings** for **familiar words** and APPLYING them accurately (knowing *duck* is a bird and learning the verb *to duck*).

## Essential Questions

- Why is it important to understand words with multiple meanings?
- Why is it important to ask questions?
- How do question words help you understand something new?

## Supporting Questions

- What are two meanings for the word “duck”? Define or act out. (Continue questioning with additional words such as: bat, fly, fall, wave, ring, etc.).
- I am going to read a sentence out loud to you leaving out a word at the beginning of a sentence that asks a question. Looking at the following words: Who, What, Where, When, Why, and How (words are written on sentence strips for the student to view), which word belongs at the beginning of the sentence? Repeat the sentence or read the sentence with the correct word back to me.
  - \_\_\_\_\_ will be at the party?
  - \_\_\_\_\_ long do we have to wait?
  - \_\_\_\_\_ did you put the book?
  - \_\_\_\_\_ is your name?
- What are some words that rhyme with “cat”? (Continue with words such as: red, blue, light, rug, etc.).
- Ask and write questions using the basic question words (who, what, where, when, why, or how).

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Language Standards

#### Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

#### Vocabulary Acquisition and Use

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

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

*The following standards **reinforce and/or support** the unit of study focus standards:*

### **Reading Standards for Literature**

#### **Craft and Structure**

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

### **Reading Standards: Foundational Skills**

#### **Phonological Awareness**

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

- a. Recognize and produce rhyming words.

### **Speaking and Listening Standards**

#### **Presentation of Knowledge and Ideas**

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

### **Language Standards**

#### **Vocabulary Acquisition and Use**

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

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

### **Writing Standards**

#### **Production and Distribution of Writing**

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

*The following standards **recur** through many/all of the units of study:*

### **Reading Standards for Literature**

#### **Key Ideas and Details**

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

#### **Range of Reading and Level of Text Complexity**

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

## Reading Standards for Informational Text

### Key Ideas and Details

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

### Range of Reading and Level of Text Complexity

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

## Reading Standards: Foundational Skills

### Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

## Language Standards

### Vocabulary Acquisition and Use

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

### Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**— No focus standards at this time.

**RI**— No focus standards at this time.

**RF**—No focus standards at this time.

**W**— No focus standards at this time.

**SL**—No focus standards at this time.

**L**— L.K.1d **Kindergarten students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by understanding and using question words (interrogatives) (e.g., *who, what, where, when, why, how*).** In grade 1, students will produce and expand complete interrogative sentences in response to prompts.

L.K.4a **Kindergarten students determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content by identifying new meanings for familiar words and applying them accurately (e.g., knowing *duck is a bird and learning the verb to duck*).** . In grade 1, students will use a sentence-level context as a clue to the meaning of a word or phrase.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

*Language and Grammar (p. 29)*

### Appendix B: Text Exemplars and Sample Performance Tasks

*K-1 Text Exemplars (pp. 14-36)*

### Appendix C: Samples of Student Writing

*Student Sample: K, Narrative, “I Went To Disneyland” (Disneyland), (p. 9)*

### Suggested Local Resources

- District-provided reading materials.
- Core Knowledge-provided reading materials (inventory list provided via the Hobbs Municipal Schools Website).

### Terminology

- Interrogatives: A word (as *who*, *what*, *which*) used in asking questions.

### Challenging Concepts

No new challenging concepts in this unit.

### Online Resources

#### *Suggested Local Resources*

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- [http://www.hobbsschools.net/department/elementary\\_instruction/curriculum\\_k-5](http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5) (username: hmsstaff; password: resources)
- [www.hobbsschools.net](http://www.hobbsschools.net): Departments/Elementary Instruction/Educational Resources

#### *Common Core State Standards, Appendices, and PARCC Assessments*

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website
- [www.starfall.com](http://www.starfall.com): Resources to teach children to read with phonics.

- Think Central: <https://www-k6.thinkcentral.com/ePC/start.do>.
- [www.abcy.com](http://www.abcy.com): Lessons incorporate English Language Arts while teaching computer skills.
- [www.readingrockets.org](http://www.readingrockets.org): A national multi-media literacy initiative that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better.
- [www.schooltube.com](http://www.schooltube.com): Videos for teaching the alphabet. Type in individual letters in the search box and it will list videos available.
- [www.fcrr.org](http://www.fcrr.org): Student-centered activities aligned to the Common Core State Standards.
- [www.havefunteaching.com](http://www.havefunteaching.com): Student-centered worksheets, flash cards, songs, and videos aligned to the Common Core State Standards.
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com): An open marketplace for educators.
- [pinterest.com](http://pinterest.com): A content sharing service that allows members to "pin" images, videos, and other objects to their pin board.
- <http://www.edsteps.org/CCSSO/Home.aspx>: Resource for student writing samples (free registration).
- <http://learnzillion.com/overview>: Lessons and assessments created by teachers, some aligned to the Common Core State Standards.
- [www.Muskingum.edu/~cal/database/general/reading.html](http://www.Muskingum.edu/~cal/database/general/reading.html): Reading comprehension strategies, graphic organizers, reading strategies for ELL students.

## Kindergarten English Language Arts, Quarter 3, Unit 3.3

# Research and Shared Writing

### Overview

**Number of instructional days:** 13 (1 day = 90 minutes; divided into two or three sessions)

This objective of this unit is to focus on the development of student writing from initial production to editing based on peer reactions. Students will be given the opportunity to share and express their opinions regarding their favorite books through group reading and shared writing. Through exploring a variety of texts by the same author, they will formulate shared and independent opinion pieces.

Collaborative learning takes place utilizing shared research, along with question and suggestion sessions with peers. Whole group reading and writing lessons assist students in learning the process of writing. Whole group, small group, and paired activities could include the teacher writing the first sentence and the students adding additional sentences to complete a group or paired opinion piece. Students could also complete a writing assignment when given a sentence starter. These activities assist the students in the production of their final opinion writing regarding their favorite book. Question and suggestion sessions allow students to edit or elaborate on their writings. These sessions also allow students to engage in constructive conversations with peers.

This unit is taught at the end of the third quarter to transition from expressing opinions verbally to being able to express opinions in written form. Collaborative and shared writing activities in this unit help facilitate the transition into independent writings in quarter 4.

As with all units aligned to the Common Core State Standards, students should be able to listen to or read texts within the appropriate range of complexity. Students should have the opportunity to listen to or read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

### Concepts to Be Learned and Skills to Be Used

- RESPOND to **questions** and **suggestions** from peers and ADD **details** to strengthen **writing** .
- PARTICIPATE in shared **research** and **writing** projects.
- EXPLORE **books** by a favorite author.
- EXPRESS **opinions**.

### Essential Questions

- How does talking with your friends help you improve your writing?
- Why is it important to research a topic?



## Supporting Questions

- How can suggestions from my teacher and friends improve my writing and stories?
- How does working with a partner help in completing a writing project?
- What is the best way that I can work with a partner or friend to complete a writing project?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Writing Standards

#### Production and Distribution of Writing

- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Provides a response to questions and suggestions from peers.
  - Adds details that strengthen writing as needed after review of drafts.

Clarifications:

1. Students may need guidance and support from adults to meet the evidences for this standard.
2. Implicit in this standard is the understanding that writing is a process that may include production of multiple drafts.
3. Students may demonstrate this standard in conjunction with writing standard 1, 2, or 3 and 6, 7 and 8 and/or reading.

#### Research to Build and Present Knowledge

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- Participates in shared research and writing projects.

Clarifications:

1. Students may need guidance and support from adults to meet the evidences for this standard.
2. Students may demonstrate this standard in conjunction with writing standard 1, 2, or 3, 5 and 8 and/or reading standards.

*The following standards **reinforce and/or support** the unit of study focus standards:*

### **Language Standards**

#### **Conventions of Standard English**

- L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - f. Produce and expand complete sentences in shared language activities.

### **Language Standards**

- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

### **Speaking and Listening Standards**

#### **Presentation of Knowledge and Ideas**

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

*The following standards **recur** through many/all of the units of study:*

### **Reading Standards for Literature**

#### **Key Ideas and Details**

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

#### **Range of Reading and Level of Text Complexity**

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

### **Reading Standards for Informational Text**

#### **Key Ideas and Details**

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

#### **Range of Reading and Level of Text Complexity**

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

## Reading Standards: Foundational Skills

### Print Concepts

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.

## Language Standards

### Vocabulary Acquisition and Use

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

### Clarifying the Standards

**Key:** *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

**RL**— No focus standards at this time.

**RI**— No focus standards at this time.

**RF**— No focus standards at this time.

**W**— **W.K.5 Kindergarten students, with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.** In grade 1, students, with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**W.K.7 Kindergarten students participate in shared research and projects (e.g., explore a number of books by a favorite author and express options about them).** In grade 1, students participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**SL**—No focus standards at this time.

**L**—No focus standards at this time.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

*Argument (p. 23)*

## Appendix C: Samples of Student Writing

*Student Sample: K Argument (Opinion), “My Fabit Book is do you want to be my friend,” (p. 6)*

### Suggested Local Resources

- District-provided reading materials.
- Core Knowledge-provided reading materials (inventory list provided via the Hobbs Municipal Schools Website).

### Terminology

None at this time.

### Challenging Concepts

- Independent writing of opinion pieces.

### Online Resources

#### *Suggested Local Resources*

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- [http://www.hobbsschools.net/department/elementary\\_instruction/curriculum\\_k-5](http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5) (username: hmsstaff; password: resources)
- [www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources](http://www.hobbsschools.net/Departments/Elementary_Instruction/Educational_Resources)

#### *Common Core State Standards, Appendices, and PARCC Assessments*

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website
- [www.starfall.com](http://www.starfall.com): Resources to teach children to read with phonics.
- Think Central: <https://www-k6.thinkcentral.com/ePC/start.do>.
- [www.abcy.com](http://www.abcy.com): Lessons incorporate English Language Arts while teaching computer skills.
- [www.readingrockets.org](http://www.readingrockets.org): A national multi-media literacy initiative that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better.
- [www.schooltube.com](http://www.schooltube.com): Videos for teaching the alphabet. Type in individual letters in the search box and it will list videos available.
- [www.fcrr.org](http://www.fcrr.org): Student-centered activities aligned to the Common Core State Standards.

- [www.havefunteaching.com](http://www.havefunteaching.com): Student-centered worksheets, flash cards, songs, and videos aligned to the Common Core State Standards.
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com): An open marketplace for educators.
- [pinterest.com](http://pinterest.com): A content sharing service that allows members to "pin" images, videos, and other objects to their pin board.
- <http://www.edsteps.org/CCSSO/Home.aspx>: Resource for student writing samples (free registration).
- <http://learnzillion.com/overview>: Lessons and assessments created by teachers, some aligned to the Common Core State Standards.

[www.Muskingum.edu/~cal/database/general/reading.html](http://www.Muskingum.edu/~cal/database/general/reading.html): Reading comprehension strategies, graphic organizers, reading strategies for ELL students.

## Kindergarten English Language Arts, Quarter 4, Unit 4.1

# Reading Analysis

### Overview

**Number of instructional days:** 19 (1 day = 90 minutes; divided into two or three sessions)

By the end of this unit, students will have a better understanding of the purpose and details of stories or texts. They explore a variety of literature and informational texts through collaborative conversations that probe their comprehension. Specific emphasis is placed on making connections between individuals, events, ideas, and pertinent information; comparing and contrasting the adventures and experiences of characters; and identifying the reasons an author gives to support their points in familiar stories and texts.

Students participate in whole group reading instruction by listening to various types of texts. The majority of student learning takes place through whole and small group discussions that occur through multiple exchanges. Graphic organizers are very helpful and visually impactful for teaching these concepts.

This unit is taught in the final quarter of the year because students now have a basic foundation of reading skills. Students are able to listen and read independently, recognizing the purpose and details of what was read. This ability to delve deeper into stories and texts allows students to produce more complex writing pieces in the following unit, which focuses on independent writing.

As with all units aligned to the Common Core State Standards, students should be able to listen to or read texts within the appropriate range of complexity. Students should have the opportunity to listen to or read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

### Concepts to Be Learned and Skills to Be Used

- COMPARE and CONTRAST the **adventures** and **experiences** of characters in familiar stories.
- DESCRIBE the **connection** between two **individuals, events, ideas, or pieces** of information.
- IDENTIFY the reasons the author gives to **support** points in text.
- PARTICIPATE in **conversations** with peers and adults in small and large groups about topics and texts.

### Essential Questions

- How is it helpful to talk about something more than once?
- Why is listening as important as speaking during discussions?

## Supporting Questions

- (Comparing and contrasting familiar stories) How are the experiences and adventures in the stories different? How are they the same? What was the same or different in the story? Which book did you like best? Why?
- Why is important to listen to more than one story on the same subject?
- Why is it important to discuss or talk together in a group about books and topics?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Integration of Knowledge and Ideas

- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- Provides a comparison and contrast of the adventures and experiences of characters in familiar stories.

### Reading Standards for Informational Text

#### Key Ideas and Details

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

#### Integration of Knowledge and Ideas

- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- Provides the reasons an author gives to support points in a text.

### Speaking and Listening Standards

#### Comprehension and Collaboration

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- b. Continue a conversation through multiple exchanges.

The following standards **reinforce and/or support** the unit of study focus standards:

### Reading Standards for Informational Text

#### Key Ideas and Details

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

### Speaking and Listening Standards

#### Presentation of Knowledge and Ideas

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

### Language Standards

#### Conventions of Standard English

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

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

#### Vocabulary Acquisition and Use

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

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

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

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

The following standards **recur** through many/all of the units of study:

### Reading Standards for Literature

#### Key Ideas and Details

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

#### Range of Reading and Level of Text Complexity

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

### Reading Standards for Informational Text

#### Key Ideas and Details

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

#### Range of Reading and Level of Text Complexity

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



## Reading Standards: Foundational Skills

### Print Concepts

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.

## Language Standards

### Vocabulary Acquisition and Use

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

### Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**—**RL.K.9 Kindergarten students, with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.** In grade 1, students compare and contrast the adventures and experiences of characters in stories.

**RI**—**RI.K.3 Kindergarten students with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.** In grade 1, students describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.K.8 Kindergarten students, with prompting and support, identify the reasons an author gives to support in a text.** In grade 1, students identify the reasons an author gives to support points in a text.

**RF**—No focus standards at this time.

**W**—No focus standards at this time.

**SL**—**Kindergarten students continue a conversation through multiple exchanges.** In grade 1, students build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**L**—No focus standards at this time.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

*Speaking and Listening* (pp. 26-27)

### Appendix B: Text Exemplars and Sample Performance Tasks

*K-1 Text Exemplars* (pp. 14-36)

### Suggested Local Resources

- District-provided reading materials.
- Core Knowledge-provided reading materials (inventory list provided via the Hobbs Municipal Schools Website).

### Appendix C: Samples of Student Writing

*Student Sample: K, Narrative, “I Went To Disnand” (Disneyland) (p. 9)*

### Terminology

No new terminology in this unit.

### Challenging Concepts

No new challenging concepts in this unit.

### Online Resources

#### *Suggested Local Resources*

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- [http://www.hobbsschools.net/department/elementary\\_instruction/curriculum\\_k-5](http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5) (username: hmsstaff; password: resources)
- [www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources](http://www.hobbsschools.net/Departments/Elementary_Instruction/Educational_Resources)

#### *Common Core State Standards, Appendices, and PARCC Assessments*

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>

- <http://www.parcconline.org/>: PARCC website
- [www.starfall.com](http://www.starfall.com): Resources to teach children to read with phonics.
- Think Central: <https://www-k6.thinkcentral.com/ePC/start.do>.
- [www.abcya.com](http://www.abcya.com): Lessons incorporate English Language Arts while teaching computer skills.
- [www.readingrockets.org](http://www.readingrockets.org): A national multi-media literacy initiative that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better.
- [www.schooltube.com](http://www.schooltube.com): Videos for teaching the alphabet. Type in individual letters in the search box and it will list videos available.
- [www.fcrr.org](http://www.fcrr.org): Student-centered activities aligned to the Common Core State Standards.
- [www.havefunteaching.com](http://www.havefunteaching.com): Student-centered worksheets, flash cards, songs, and videos aligned to the Common Core State Standards.
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com): An open marketplace for educators.
- [pinterest.com](http://pinterest.com): A content sharing service that allows members to "pin" images, videos, and other objects to their pin board.
- <http://www.edsteps.org/CCSSO/Home.aspx>: Resource for student writing samples (free registration).
- <http://learnzillion.com/overview>: Lessons and assessments created by teachers, some aligned to the Common Core State Standards.
- [www.Muskingum.edu/~cal/database/general/reading.html](http://www.Muskingum.edu/~cal/database/general/reading.html): Reading comprehension strategies, graphic organizers, reading strategies for ELL students.

## Kindergarten English Language Arts, Quarter 4, Unit 4.2

# Independent Writing

### Overview

**Number of instructional days:** 20 (1 day = 90 minutes; divided into two or three sessions)

The objective of this unit is for students to apply all basic reading, listening, and writing skills in order to produce informative/explanatory\* writing pieces. Students listen to a variety of stories and texts presented both orally and digitally in order to assist them in producing and/or publishing independent informative/explanatory writing pieces. Drawing, dictating, and naming their writing helps students supply information about a topic. Engaging in question and answer sessions further helps students gain clarification of information that is not understood, and provides opportunities for students to respond to questions about their writing. These sessions contribute to the students' production of complete and detailed informative/explanatory writing pieces.

Students participate in whole and small group read-aloud sittings that include question and answer opportunities. These sessions help students clarify information that is unknown. Digital media tools (use of keyboarding, word processing, printing, etc.) are utilized, particularly during peer collaborations, to assist in producing and/or publishing writing pieces.

This unit is taught during the final part of the school year because students must have a comprehensive understanding of all basic kindergarten reading and writing skills in order to be able to produce writings independently. These skills are the foundation that is required for them to be able to provide a more detailed writing piece in first grade.

As with all units aligned to the Common Core State Standards, students should be able to listen to or read texts within the appropriate range of complexity. Students should have the opportunity to listen to or read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

*\*Definitions are provided in the terminology section.*

### Concepts to Be Learned and Skills to Be Used

- COMPOSE informative/explanatory texts.
  - NAME what they are **writing** about.
  - SUPPLY **information** about the **topic**.
- EXPLORE **digital tools** to PRODUCE and PUBLISH **writing**.
  - COLLABORATE with peers.
- CONFIRM **understanding** of **text** read aloud or **information presented** orally or through other media.

- ASK and ANSWER questions about key **details**.
- REQUEST **clarification** if something is not understood.

## Essential Questions

- How can technology support your writing?
- Why is sharing information in writing important?

## Supporting Questions

- How do you title/label a written piece?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Writing Standards

#### Text Types and Purposes

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

- **Informs or explains using a combination of drawing, dictating, and/or writing, names what they are writing about, and supplies some information about the topic.**

Clarifications:

1. This standard and the evidences are typically elicited by asking students to tell what they know or understand about a topic.
2. At this grade, students often require prompting to meet the full demands of the standard.
3. Students may demonstrate this standard in conjunction with either writing standard 1 or standard 3 and 5, 6, 7, and 8 and/or reading standards.

#### Production and Distribution of Writing

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

- **Uses a variety of digital tools to produce and publish writing.**
- **Collaborates with peers to produce and publish writing, using a variety of digital tools.**

Clarifications:

1. Students may need guidance and support from adults to meet the evidences for this standard.
2. Digital tools may include story telling software, drawing software, word prediction software, etc.
3. Students may demonstrate this standard in conjunction with standard 1, 2, or 3, and 5, 7 and 8

and/or reading standards or speaking and listening standards.

## Speaking and Listening Standards

### Comprehension and Collaboration

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

*The following standards **reinforce and/or support** the unit of study focus standards:*

## Reading Standards: Foundational Skills

### Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

## Writing Standards

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

## Language Standards

### Conventions of Standard English

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

- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

### Vocabulary Acquisition and Use

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

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

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

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

The following standards **recur** through many/all of the units of study:

## Reading Standards for Literature

### Key Ideas and Details

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

### Range of Reading and Level of Text Complexity

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

## Reading Standards for Informational Text

### Key Ideas and Details

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

### Range of Reading and Level of Text Complexity

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

## Language Standards

### Vocabulary Acquisition and Use

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

## Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**— No focus standards at this time.

**RI**— No focus standards at this time.

**RF**— No focus standards at this time.

**W**— **W.K.2 Kindergarten students use a combination of drawing, dictating, and writing to compose informative /explanatory texts in which they are writing about and supply some information about the topic.** In grade 1, students write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**W.K.6 Kindergarten students, with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.** In grade 1, students, with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**SL**— **SL.K.2 Kindergarten students confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key detail and requesting clarification if something is not understood.** In grade 1, students ask and answer questions

about key details in a text read aloud or information presented orally or through other media.

**L**—No focus standards at this time.

## **Resources: References to Appendices A–C and Other Resources**

### **Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms**

*Informational/Explanatory Writing (p. 23)*

### **Appendix B: Text Exemplars and Sample Performance Tasks**

*K-1 Text Exemplars (pp. 14–36)*

### **Appendix C: Samples of Student Writing**

*Student Sample: K, Informative/Explanatory, “Fraggs” (Frogs), (p. 7)*

### **Suggested Local Resources**

- District-provided reading materials.
- Core Knowledge-provided reading materials (inventory list provided via the Hobbs Municipal Schools Website).

### **Terminology**

- Informative/explanatory writing: Conveys information accurately and serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

### **Challenging Concepts**

- Independent writing.
- Using digital media to produce written pieces.

### **Online Resources**

#### ***Suggested Local Resources***

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- [http://www.hobbsschools.net/department/elementary\\_instruction/curriculum\\_k-5](http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5) (username: hmsstaff; password: resources)
- [www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources](http://www.hobbsschools.net/Departments/Elementary_Instruction/Educational_Resources)



## ***Common Core State Standards, Appendices, and PARCC Assessments***

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- Think Central: <https://www-k6.thinkcentral.com/ePC/start.do>.
- [www.abcya.com](http://www.abcya.com): Lessons incorporate English Language Arts while teaching computer skills.
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- [www.havefunteaching.com](http://www.havefunteaching.com): Student-centered worksheets, flash cards, songs, and videos aligned to the Common Core State Standards.
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com): An open marketplace for educators.
- [pinterest.com](http://pinterest.com): A content sharing service that allows members to "pin" images, videos, and other objects to their pin board.
- <http://www.edsteps.org/CCSSO/Home.aspx>: Resource for student writing samples (free registration).
- <http://learnzillion.com/overview>: Lessons and assessments created by teachers, some aligned to the Common Core State Standards.
- [www.Muskingum.edu/~cal/database/general/reading.html](http://www.Muskingum.edu/~cal/database/general/reading.html): Reading comprehension strategies, graphic organizers, reading strategies for ELL students.