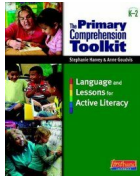

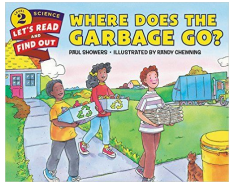
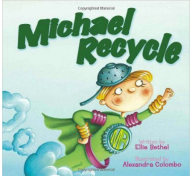
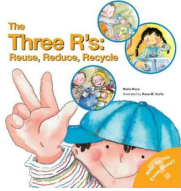
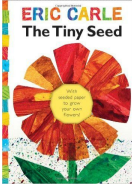
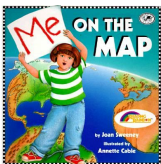

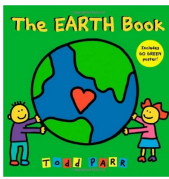


Kindergarten Unit 4

We Are Readers and Writers

(March 28th, 2016- End of School Year) [Stage 1 video Here](#)

Overview of Unit 4 with Cross-Curricular Connections

ELA	<p>This unit is a continuation of Unit 3 but with different content. Students will:</p> <ul style="list-style-type: none"> ● Continue to practice identifying the main topic of a text ● understand the role of the author and illustrator in an informational text vs. fictional text. ● identify reasons that support points in a text. ● write an informative, opinion, or narrative piece about a topic they have learned about while exploring the use of digital tools. <p>The books listed below are SOME of the texts that are used or suggested for this unit.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Comprehension Toolkit Texts like: Don't Trash the Earth! Reduce, Reuse, Recycle; Young Explorer: Fly With A Butterfly; Time for Kids: Bugs in Eggs</p> </div> <div style="text-align: center;">  <p><u>A Tiger Tale: National Geographic Young Explorer</u> and other Young Explorer Articles (click here for link)</p> </div> <div style="text-align: center;">  <p><u>Where Does the Garbage Go?</u> by Paul Showers and other books about the helping the environment</p> </div> </div>
Integration of Science and Social Studies	
SCIENCE	<p>Be looking for these social studies standards that can be addressed in this unit: K-ESS2-2 (How plants, animals, and humans change the environment) K-ESS3-1 (needs and plants, animals, and humans based on where they live) K-ESS3-3 (Find solutions to reduce the impact of humans on land, water, and air) These texts provide background knowledge and connections to lessons taught in Social Studies.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><u>Michael Recycle</u> and other books about how humans change the environment</p> </div> <div style="text-align: center;">  <p><u>The Three R's by: Nuria Roca</u> and other books about reducing human impact on Earth</p> </div> <div style="text-align: center;">  <p><u>The Tiny Seed by Eric Carle</u> and other books about Animal/Plant/Human need based on where they live</p> </div> </div>
SOCIAL STUDIES	<p>Be looking for these social studies standards that can be addressed in this unit: G.8.K.2 (Maps and Globes and familiar places) G.8.K.3 (Use map symbols, legends, and compass rose) G.9.K.1 (how humans affect environment positively) G.9.K.3 (how climate and weather affect daily life) H.12.K.5 (National holiday and purpose e.g. Earth Day) These texts provide background knowledge and connections to lessons taught in Social Studies.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><u>Me On the Map by Joan Sweeney</u> AND other books about Maps and Globes</p> </div> <div style="text-align: center;">  <p><u>Miss Fox's Class Goes Green by: Eileen Spinelli</u> and books about helping the environment</p> </div> <div style="text-align: center;">  <p><u>The Earth Book By: Todd Parr</u> and other books about Helping Earth or Earth Day</p> </div> </div>

Stage 1- Desired Results

Focus standards are **ASSESSED** in Stage 2 through the assessments. Supporting standards are addressed through instruction throughout the unit and will help guide your instructional decisions to meet the focus standards.

Focus Standards:

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

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.

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

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).

b. Continue a conversation through multiple exchanges.

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

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.

****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. ***W.K.6 is addressed in Stage 3, Writing Module*

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).

ELL Language Profile

This [Language Profile](#) provides a description of English Language Learners at each proficiency level, specific to this unit. This profile is based on the ELP and the focus standards of Unit 4. Specific language support for ELLs is embedded in stages 2 and 3 assessments and lessons.

Technology Integration

Throughout the suggested Stage 3, the following [SAMR](#) badges will be placed next to activities and assessments that include ideas and resources for enhancing learning through technology integration.



Essential Questions:

Students will keep considering....

- **Why do we read?**
- **Why do we write?**
- **How do we become readers and writers?**

Essential Questions should be posted in the room and referred to often throughout the unit. The essential questions should be the drivers of the unit.

Understandings:

Students will understand that....

- **We read to learn more about main topic and key details.**
- **We write to tell information about a topic we know about.**
- **We become readers and writers by practicing reading and writing, and to learn and share more about the world around me.**

Knowledge

Students will know....

- main topic
- detail
- author
- illustrator
- role
- non-fiction
- publish
- information
- digital tools

Skills

Students will be able to...

- identify the main topic of a text.
- identify key details in a text.
- describe the role or job of the author and illustrator with an informational text. (e.g. the illustrator puts or draws maps or diagrams for a book about butterflies).
- create a visual based on a text using pictures, drawings, or other materials.
- find information using technology, books, pictures, and so on.
- write an informational piece about a topic of their choice, and participate in a shared writing project about that piece.

Supporting Standards:

Supporting standards are those that are addressed throughout the entire year in connection to daily practice and instruction. They are to be used and applied throughout the unit, however they are not explicitly assessed in Stage 2. Supporting standards will help guide your instruction to meet the focus standards.

The **Yellow highlighted standards** are those that are being specifically addressed in stage 3 during this unit. This is when they are introduced in the units, but these standards should be revisited throughout the year. **Blue=1st quarter Red= 2nd quarter Green= 3rd quarter Yellow= 4th quarter**

L.K.1.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use questions words (interrogatives) (e.g. who, what, when, where, why, how).
- e. Use 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

L.K.2.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation
- 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

LG.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*).
- 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:

- a. Sort common objects into categories (e.g. shapes, foods, colors) to gain a sense of the concepts the categories represent
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g. note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.

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

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

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequence of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper and lowercase letters of the alphabet

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

- a. Recognize and produce rhyming words
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel and final vowel sounds (phonemes) in three- phoneme (consonant-vowel-consonant or CVC words). This does not include CVC's ending with /l/ /t/ /r/ or /x/.

RF.K.3

- 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 five major vowels.
- c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelling words by identifying the sounds of the letters that differ.

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

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

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

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

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

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

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.

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

Stage 2 - Assessment Evidence

It is expected that students will have many learning opportunities that are based on the focus standards before these assessments are assigned. See stage 3 for lessons and ideas to help move students towards proficiency.

[Stage 2 Video HERE](#)

Assessment #1- Links to Standards: RI.K.2, RI.K.6, RI.K.8 K-ESS3-3 G.9.K.1

Timeline: 30-45min lesson - around 5th-6th week of unit

Using an informational text, students will identify main topic and key details, match one reason/detail that supports a point in the text, and identify what the author and illustrator's roles were in the informational text. Teacher will read the text to the students, or students can work in pairs or small groups to read the text.

For example, using the text called *Save Your Paper, Help the Earth*, students will identify what the main topic of the text is and circle a facts/detail they learned from the text. Then, students will match one key detail or reasons that the author gave to support a point that was made in the text. For example, "Recycling is helpful to Earth" is a point that the author makes, and a detail or reason that supports that point would be, "Fewer trees are cut down."

Then, using that same text students will decide what the author did and what the illustrator did in the informational text. Students will cut out squares with the author and illustrator's names and the role they played in the informational text. Then students will glue them in the correct square.

Because these are reading standards, students may answer the questions orally, one-on-one or with a teacher if teacher feels that the writing portion of this assessment is keeping the student from meeting the standards being assessed.

[Save Your Paper, Help the Earth](#), [Student page](#), [Teacher Protocols](#), [Rubric](#)

Assessment #2- Links to Standards: W.K.1, W.K.2, W.K.3, W.K.7, SL.K.1, SL.K.5

This could also connect to several science and social studies standards depending on what topic students are writing about.

Timeline: depends on teacher and type of writing- around 8-9th week of unit

Because this is the last quarter of the year, the type of writing that has to be assessed is up to the teacher. Below are different prompts that can be used to assess each type of writing. NO district writing samples will be collected for the 4th quarter. This assessment is based on student need and teacher choice.

******There is a natural connection between the content of this unit and informational writing, however it does not have to be formally assessed again if the teacher feels that students are proficient when writing an informative piece in Kindergarten.

****Informational Writing:** Students will write an informational piece about a topic they have learned about during the unit. They will need to include what they are writing about and some information about that topic. Some topics that students could write about include: Recycling, Animal or Plant Needs, Maps and Globes. The topic is up to the teacher or students but the suggested topics are based on the content that will be covered in Social Studies and Science Units. The teacher also has a choice about how students complete the research (anchor charts, graphic organizers, in groups, as a class).

Opinion Writing: Students will write an opinion piece about topics they have learned about. Prompts could include: "Is recycling good or bad?" or "Why do animals and plants need food and water?" "What is your favorite way to help the Earth?" Students should state their topic, the opinion about the topic.

Narrative Writing: Students will write a narrative piece using the information they have learned during this unit. Prompts could include: "Write a story about a character that helped the environment." or "Write a story about what you did on Earth day." Students should tell about an event or several loosely linked events in order, and provide a reaction to the event.

[Writing Paper Templates](#), [Opinion Writing Template](#), [Informative Graphic Organizers](#), [Narrative Graphic Organizers](#),



[NEW WRITING RUBRICS](#)



[VIDEO Explanation HERE](#)

Stage 3- Learning Activities



This section of the document is suggested, not required. The lessons in stage 3 follow the Gradual Release of Responsibility Model in order to prepare students to complete the assessments in stage 2 independently.

There are lessons that are linked to Social Studies OR Science standards.

Social Studies Standards are Purple. Science Standards are Green

Language and Reading Foundation Lessons




The following lesson plans and instructional moves are suggested lessons for some of the supporting standards. Supporting standards should be addressed all year, however there are lessons for specific standards here that will change with every unit.




Standard	Instructional Moves and Resources
Support Standard Lesson 	Word Relationships including shades of meaning, real life connections, sorting into categories E- School Model and Guided Lessons This lesson is an online lesson that walks students and teachers through the L.K.5 standard. It includes a printable page that students can use to practice independently or in collaborative groups.
Support Standard Lesson 	Complete Sentences E-School Model and Guided Lessons This lesson is an online lesson that walks students and teachers through the L.K.1f standard. It includes a printable page that students can use to practice independently or in collaborative groups.
Support Standard Lesson	Syllables This link is for the instructional routine from Florida Center of Reading Research. This lesson gives specific teacher moves and also what other student activities would help supplement teaching syllables. Instructional Routine for Syllables
Support Standard Lesson	Long and Short Vowels These links are for online lessons that help students practice making words with long vowels and short vowels. These are from the Florida Center for Reading Research. Silent -E Changes Words Vowel Stars



Lessons to Build to Assessment 1

The following lesson plans and instructional moves are suggested lessons that build up to Assessment 2 in the 4th nine weeks. The table below includes notation to signal a suggested teaching progression for the lessons(a,b,c), the standard(s) that lesson covers, instructional moves, and resources.

Assessment 1 synopsis: Using an informational text, students will identify main idea and key details, then identify what the author and illustrator's roles were in the informational text. **See STAGE 2 for ALL the materials and complete details of this assessment.**

Assessment Standard	Instructional Moves and Resources
1 RI.K.2	Finding the Main Topic and Key Details Because Unit 3 focused on main topic and key details, teachers may choose to review these concepts before moving on depending on student need. If the teacher feels like the students need more time understanding main topic and key details the lesson below or lessons from Unit 3 could be used or repeated.
1 RI.K.2 	E-School Model/Guided Lesson: Identifying Main Idea and Key Details This lesson is an online lesson that walks students and teachers through the RI.K.2 standard. It includes a printable page that students can use to practice independently or in collaborative groups.
1 RI.K.2 RI.K.6 K-ESS2-2 K-ESS3-1 G.9.K.1 G.9.K.3	What are the Author and Illustrator's Roles in Informational Text to Determine Main Topic and Key Details GRR Lesson: Author/Illustrator Roles in Determining Main Topic and Key Details This lesson is used to help prepare students with the author and illustrator roles as well as how the information they provide helps determine the main topic and key details.
1 RI.K.6 	E-Spark Videos about Author and Illustrator Roles in Non-fiction text Intro Video- E-Spark Video Author and Illustrator (about 1 min. long) Teaching Video E-Spark Video about Author and Illustrator (about 3-4 mins. long)
1 RI.K.8 K-ESS2-2 K-ESS3-1 K-ESS3-3 G.9.K.1 G.9.K.3	Identifying Reasons an author gives that support points in a text GRR Mini-lesson: Identifying Reasons This lesson helps students practice finding reasons that match a point an author makes in a text. This lesson could take up to 3 days depending on how well students are receiving the information and how much additional practice time is needed.
1 RI.K.8 	E-School Model and Guided Lesson: Identify reasons that Support Key Ideas This lesson is an online lesson that walks students and teachers through the RI.K.8 standard. It includes a printable page that students can use to practice independently or in collaborative groups.
1 RI.K.2 RI.K.6 RI.K.8 K-ESS3-3 G.9.K.1	Practicing Main Topic, Key Details, Points and Reasons, and Author, and Illustrator GRR Lesson: Assessment 1 Practice This lesson is modeled after assessment 1. It focuses on finding main topic, key details, points and reasons from a text, as well as, the author and illustrator and their roles. It also allows students to practice using the same student document that will be used for assessment 1.

Lessons to Build to Assessment 2 The lessons below are organized by type of writing then conventions and ways to publish. These lessons are optional and are to be used as resources for the type of writing that is being taught. All types of writing have been introduced in the previous units. These lessons are there to support prior learning.	
Assessment Standard	Instructional Moves and Resources
Informative Writing Resources	
2 W.K.2 	Eschool Model/Guided Lesson: Informational Writing- type and purpose This lesson is an online lesson that walks students and teachers through the W.K.2 standard. It includes a printable page that students can use to practice independently or in collaborative groups.
2 W.K.2	Prompts, Suggestions, and Ideas for Informative Writing: Lesson Template
Opinion Writing Resources	
2 W.K.1 	E-School Model/Guided Lesson: Draw, Tell, and Write Opinions This lesson is an online lesson that walks students and teachers through the W.K.1 standard. It includes a printable page that students can use to practice independently or in collaborative groups.
2 W.K.1	Prompts, Suggestions, and Ideas for Opinion Writing: Lesson Plan template
Narrative Writing Resources	
2 W.K.3 	E-School Model/Guided Lesson: Draw, Tell, and Write Stories This lesson is an online lesson that walks students and teachers through the W.K.3 standard. It includes a printable page that students can use to practice independently or in collaborative groups.
2 W.K.3	Prompts, Suggestions, and Ideas for Narrative Writing Lesson Plan template
Additional Resources (Conventions and ways to publish)	
2 W.K.1 and W.K.2	Introducing writing and introduction GRR Lesson: Getting Ready for 1st grade This lesson is introducing kindergarteners to writing an introduction. This is not a required element of their writing, but some teachers may want to expose students to the idea of writing an introduction.
2 W.K.2 K-ESS3-1 G.9.K.1 H.12.K.5	Writing down information that matches the topic GRR Lesson: Matching the Topic This lesson helps students learn what information should be included based on the topic presented. It also helps students work on describing what they see in illustrations and adding details to their writing. Depending on the topic/picture used would determine which social studies or science standards this lesson connected to.

<p>2 W.K.2 K-ESS3-1 G.9.K.1 H.12.K.5</p>	<p>Using Specific details to help clarify the information GRR Lesson: Be Specific This is an "If, then" lesson. This can be used whole group or in small groups for students that struggle adding detail but also for students who struggle with using expanded sentences. Depending on the topic/picture used would determine which social studies or science standards this lesson connected to.</p>
<p>2 W.K.7 W.K.5</p> 	<p>E-School Model/Guided Lesson: Plan, Do, Share, Evaluate- This lesson is an online lesson that walks students and teachers through the W.K.7 standard. It includes steps to doing shared research and writing projects and a printable page that students can use to practice independently or in collaborative groups.</p>
<p>2 W.K.6 W.K.7 W.K.5</p> 	<p>Exploring the Use of Digital Tools GRR lesson: Using Digital tools and shared research This is a lesson to show how the same information can be presented using various digital tools. The students will help the teacher create/produce writing piece using a digital tool.</p>

We would love your feedback and great ideas! Please email any suggestions, concerns, resources, or lesson ideas to your K-2 Literacy TOSA, Megan Rojo at mvenable@sdale.org

[Florida Center for Reading Research](#)- Direct links to the documents from ffrr.org for Reading Center ideas and interventions based on student needs
[Think Aloud](#)- article and video about what should be included in a think aloud.
[Balanced Literacy Diet](#)- Video and playlists that cover a wide variety of modeled lessons like Writing Conventions, CAP Skills, Oral Language and ELLs, Phonemic Awareness, Vocabulary and so on.