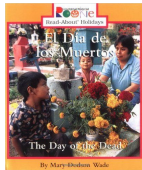
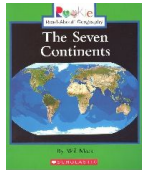
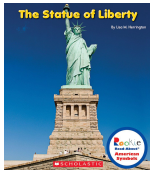



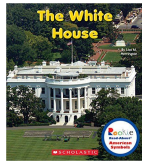



Kindergarten Unit 3

Read. Research. Write.

(January 9th, 2017- March 17th, 2017)

Overview of Unit 3 with Cross-Curricular Connections

ELA	This unit is all about research. Students will: <ul style="list-style-type: none">• practice identifying the main topic of a text• make connections between information in a text and the illustrations• identifying similarities and differences in two texts on the same topic• write an informative piece based on a topic they researched during this unit The books listed below are SOME of the texts that are used or suggested for this unit		
	 <p>Rookie Books: Celebrations from Around the World like: Chinese New Year, El Día de Muertos, Cinco de Mayo</p>	 <p>Rookie Books: Continents/Places like: Asia, South America, Africa</p>	 <p>Rookie Books: American Symbols like: Bald Eagle, Statue of Liberty, White House</p>
	Integration of Science and Social Studies		
SCIENCE	This unit is heavy in Social Studies. The Science Unit will be more focused on during Unit 4 for Kindergarten. However, if you want to begin to look at the concepts and read text that tie to the Science Standards, below are some texts that could be used, but that may not be addressed during this unit.		
	 <p><u>A Garden Grows</u> National Geographic Young Explorer Article</p>	 <p><u>A Tiger Tale</u> National Geographic Young Explorer Article</p>	<p>Other Books about the NEEDS of plants and animals.</p> <p>Some books about life cycles could be used, but the focus should be on what the animal or plant needed NOT the steps in the life cycle.</p>
SOCIAL STUDIES	Be looking for these social studies standards that can be addressed in this unit: C.2.K.1(national and state symbols) G.9.K.3 (weather impacts life) G.11.K.1 (celebrations around the world) H.12.K.5 (Purpose for holidays) E.4.K.2 (reasons behind decision) E.6.K.1 (we use money) E.6.K.3 (goods and services) These texts provide background knowledge and connections to lessons taught in Social Studies.		
	 <p>Children Just Like Me: Celebrations By: Barnabas Kindersley</p>	 <p>Rookie Books: American Symbols like: Bald Eagle, Statue of Liberty, White House</p>	 <p>Rookie Books: Celebrations from Around the World like: Chinese New Year, El Día de Muertos, Cinco de Mayo</p>
Phonetic Connections	By the end of this quarter, teachers should be finishing up UNIT of 17 (Ww-blending/segmenting) the weekly Purple lessons.		

Stage 1- Desired Results- REQUIRED

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: Words that are in RED reflect the new Arkansas ELA State Standards

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

RI.K.3- With prompting and support describe the connection between two **topics (individuals, events, ideas, or scientific concepts)**.

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

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

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

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

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.7- Participate in shared research and writing projects (e.g. explore a number of books **on a specific topic and produce simple findings**).

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

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 3. 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. The **Substitution Augmentation Modification and Redefinition model**, developed by Dr. Ruben Puentedura, shows a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.



Essential Questions: <i>Students will keep considering .</i>	Understandings: <i>Students will understand that .</i>
<ul style="list-style-type: none"> • Why do we read? • Why do we write? • How do we become readers and writers? <p><i>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.</i></p>	<ul style="list-style-type: none"> • Readers can read to learn information. • Writers can write to inform others. • Readers research to write.

"Knowledge" or Concepts from Focus Standards	Skills from Focus Standards (What will the student be able to do?)	DOK Level
main topic	Identify the main topic of a text.	2
key details	Identify key details in the text.	2
similar/similarities different/differences	Identify similarities and differences between two pieces of text on the same topic	2
illustration relationship	Understand the relationship between illustrations and text in a book	2
connections information	Make connections between two people, ideas, events, or pieces of information from a text	2
research information	Find information about a topic of their choice by researching it with a partner or small group.	1
Informative writing Details topic	Write an informative piece about a topic of their choice Name the topic Use details or pieces of information from their research	3 1 1

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 **Green 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**

Words in **RED** reflect the new Arkansas ELA State Standards

L.K.1.

- a. Print **all** upper- and lowercase letters **legibly**.
- b. Use frequently occurring nouns
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- c. Use frequently occurring verbs.
- d. Begins in 1st grade
- e. Begins in 1st grade
- f. Begins in 1st grade
- g. Use most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).
- h. **Independently** produce and expand complete sentences in shared language activities
 - With prompting and support, use spaces to separate words in a sentence.
- i. Begins in 4th grade
- j. Understand and use question words (interrogatives) e.g. who, what, when, where, why, how)
- k. Begins in 3rd grade

L.K.2.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation
- c. Begins in 1st grade
- d. Write a letter or letters for most consonant and short vowel sounds (phonemes)
 - Spell consonant-vowel-consonant (CVC) words correctly
 - Spell words phonetically, drawing on knowledge of sound-letter relationships

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*).
- 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.
- c. Begins in 1st grade
- d. Begins in 2nd grade

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 orally
- 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/ /r/ /r/ or /x/.
- e. Add or substitute individual sounds (phonemes)
- f. Begins in 1st grade
- g. Begins in 1st grade

RF.K.3

- a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for each consonant.
- b. Associate the long and short sounds with the five major vowel graphemes, using open and closed syllable types.
- 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 (e.g. hat, fat, rat; cap, cup, cop)
- e. Decode CVC words.
- f. Decode one-syllable words.

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 teacher-led 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- With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.

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- REQUIRED

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.

Assessment #1- Links to Standards: RI.K.2, RI.K.9

Timeline: 2- 30min lessons -around 4th week into unit

Teacher will read two nonfiction texts on the same topic. For example, [El Dia de Los Muertos](#) and [Cinco de Mayo](#). With guidance and support, students will compare two texts specifically identifying the main topic, a key detail they learned from each text, and identifying basic similarities and differences between information from the two texts. Students can fill out a chart in pairs, small groups, or individually. The teacher may choose different texts. However, it must be challenging enough to have some depth in the content presented, but not too difficult that students cannot grasp the information.

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

[Compare and Contrast Student Page Option 1](#), [Compare and Contrast Student Page Option 2](#), [Teacher protocols](#), [Rubric](#), [Language Support](#)

Assessment #2- Links to Standards: RI.1.3, RI.K.7

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

Students will be shown a picture with two sentences from a non-fiction text. An example is included modified text from the [Rookie Book: Africa](#). However, if different picture and sentences from a different book are used, that is fine. The chosen book should allow students to describe the relationship between the illustration and the text (e.g. what person, place, thing, or idea in the text is the picture depicting?) AND describe the connection between the two pieces of information.

The teacher will read the sentences that are on the page. The teacher can talk about the picture and the text with the class, but the students will need to fill out the student response page individually. Students will choose which box describes the relationship between the picture and the text. Then students will choose the sentence that describes the connection between the two pieces of information. There are choices given for both parts of this assessment because the standard says with prompting and support.

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.

[Student Page Example](#), [Teacher Protocols](#), [Rubric](#)

Assessment #3- Links to Standards: W.K.2, W.K.7, W.K.8, SL.K.1

Timeline: 3-4 sessions to research and gather information about 25-35 min each- around 7-9th week of unit

In pairs or groups, students will research a topic of their choice. Some examples could be a place, an American symbol, celebrations around the world, animals, and so on. They will be answering questions based on what they decided to research. For example, if they research a symbol, they will need to know the name, where it is used, what it stands for, and what it looks like. They will put that information on a graphic organizer to be used for the writing part of this assessment. They can work in pairs or small groups to do their research, however, the standard does say for students to participate in “shared research.” Below are various graphic organizer templates that could be used to conduct research, but depending on the topic, teachers may have a graphic organizer that would work better. The graphic organizers could be changed to cover whatever topic the students are researching, however, templates are provided as examples.

Students will then write an informational piece based on the topic they researched. They need to include the topic they researched and give some facts or some information about that topic. They will need to write their 1st draft independently, but after that has been completed they should go through the writing process to publish this piece as well.

[Graphic Organizers for Symbols, Celebrations, or Places](#), [Graphic Organizer Option](#), [Teacher Protocols for Research](#), [Research Resources](#), [Research Rubric](#), [Teacher Protocols for Writing](#), [Language Support](#)
[NEW REVISED WRITING RUBRICS** \(Match report card\)](#)** **[**Updated Annotated Writing Samples**](#)**

Stage 3- Learning Activities- HIGHLY SUGGESTED

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.

Sample Unit Plan:

This table shows a possible weekly arrangement of modules and assessments to meet unit performance expectations.

Weeks 1 and 2	Week 3 and 4	Weeks 5, 6 and 7	Week 8	Week 9
Reading Module 1 Writing Module 1	Reading Module 1 Reading Assessment 1 Writing Module 1	Reading Module 2 Reading Assessment 2 Writing Module 1	Review or Reteach Reading Skills based on assessments Writing Module 1 Writing Assessment	Review or Reteach Reading Skills based on assessments Finish Writing Assessment

Use Reading Foundation and Language Lessons as needed throughout the unit







Sample Reader's and Writer's Workshop Model:

This document shows 3 days of reader's and Writer's Workshop using the GRR lessons from this unit. This may help clarify and give examples of how to plug the content of the units into this model.

[Kindergarten 3 day Sample Plan for Reader's and Writer's Workshop](#)

Reading Foundations and Language Lessons



The following lesson plans and instructional moves are suggested lessons for some of the supporting standards.

Standard	Instructional Routines and Resource Links
L.K.4a 	Learning a New Meaning for Familiar Words E-School Model/Guided Lesson: Multiple Meaning Words FCRR: Student Activity: Multiple Meaning Bugs
L.K.4b 	Using Inflexional Endings and Affixes to Figure Out the Meaning of Unknown Words E-School Model/Guided Lesson: Determining Word Meaning E-Spark Instructional Video: Can be used to introduce or reinforce inflexional endings
L.K.5.b 	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). E-School Model/Guided Lesson: Knowing Opposites FCRR: Student Activity: Opposites Attract
RI.K.1 RI.K.4 	Ask and answer questions about key details and unknown words E-School Model/Guided Lesson: Ask and Answer Questions about Key Details E-School Model/Guided Lesson: Ask and Answer Questions about Unknown Words E-Spark Instructional Video: Can be used to introduce or reinforce strategies when students reach an unknown word.
SL.K.2 SL.K.3 	Ask Questions to Confirm Understanding and to Seek Help E-School Model/Guided Lesson: Asking Questions
The following lessons or resources are for supporting standards that have already been introduced. These supporting standards were ones, based on teacher feedback, that needed to be touched on again or that students needed additional work with at this point of the year.	
L.K.1.b 	Regular Plural Endings: E- School Model and Guided Lesson:Nouns for One and More Than One
L.K.1.b L.K.4b	Plural Endings with -s: Students will be able to identify singular words and plural words with the basic “s” ending. Lesson Plan template Plural Endings Cards Plural Activity Sheets- Independent Practice
L.K.1h	Use Spaces to Separate Words in a Sentence: Anchor Chart and Student Practice Examples There is a natural connection between writing, modeling writing skills, and students using spaces when they write.

Reading Module 1: Lessons that Build to Assessment 1

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 1 in the 3rd 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: Teacher will read two nonfiction texts on the same topic. For example, El Dia de Los Muertos and Cinco de Mayo. With guidance and support, students will compare two texts specifically identifying the main topic, a key detail they learned from each text, and identifying basic similarities and differences between information from the two texts.

Assessment Standard	Instructional Moves and Formative Assessment
Masters Expectations RI.K.2	The student will: <ul style="list-style-type: none"> Identify the main topic and key details of a grade-appropriate text based on choices given Retell key details of a grade-appropriate text
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Main topic, detail, text The student will perform basic processes, such as: <ul style="list-style-type: none"> Recognize the main topic of a grade appropriate text when the teacher prompts.
1-a RI.K.2 C.2.K.1 G.11.K.1 H.12.K.5	Identify Main Topic Using the Title, Text, and Picture. GRR Mini-lesson: Finding Main Topic This lesson is how to find the main topic. The teacher models finding the main topic by looking at the title, pictures, and text. ** Text from Social Studies Unit 3 can be used here to address main topic as well. **
1-b RI.K.2 	E-School Model/Guided Practice: Identifying Main Topic and Key details - This is a Guided Model and practice lesson that can be done on the promethean board with students about identifying the main topic and key details. E-Spark Instructional Video: Main Topic : This video can be used to reinforce about main topic.
Masters Expectations RI.K.9	The student will: <ul style="list-style-type: none"> Identify basic similarities and differences between two grade- appropriate texts on the same topic (for example, in illustrations, descriptions, or content)
Progressing Towards the Standard	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Similarities, differences, text, topic, illustrations, The student will perform basic processes, such as: <ul style="list-style-type: none"> Identify features of each grade appropriate text
1-c RI.K.9 G.11.K.1 H.12.K.5	Finding similarities and differences in two texts on same topic: GRR: Compare and Contrasting Informational Text Students will be able to practice identifying basic similarities and differences from two pieces of text. This is a 3-4 day lesson. For Teacher Eyes: Grabbing Comprehension-VIDEO of a Teacher Modeled Lesson
1-d RI.K.9 	E-School Model/Guided Lesson: Compare and Contrast 2 books on same topic This is a Guided Model and practice lesson that can be done on the promethean board with students about finding basic similarities and differences in two texts on the same topic. This is from an ebook from McGraw-hill textbook company.
1-e RI.K.2 RI.K.9 E.4.K.2 E.6.K.1 E.6.K.3	Putting it All Together: GRR Mini-Lesson: Main Topic and Key details and Comparing and Contrasting These two texts can be used to individually find the main topic and key details and then together compare and contrast two texts on the same topic. It also gives students opportunities to practice using the graphic organizer from Assessment 1.

Reading Module 2: Lessons to Build to Assessment 2

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 2 in the 3rd nine weeks. The table below includes, the standard(s) that lesson covers, instructional moves, and resources.

Assessment 2 Synopsis: Students will be shown a picture with two sentences from a non-fiction text. An example is included from the Rookie Book: Africa. Students will choose which box describes the relationship between the picture and the text. Then students will choose the sentence that describes the connection between the two pieces of information.

Assessment Standard	Instructional Moves and Formative Assessment
Masters Expectations RI.K.7	<p>The student will:</p> <ul style="list-style-type: none"> Describe the relationship between illustrations and a grade-appropriate text in which they appear (for example, what person, place, thing, or idea in the text an illustration depicts)
Progressing Towards the Standard	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Idea, person, place, thing, relationship, text, illustration <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Recognize the topic of the grade appropriate text Recognize the topic of the illustration(s)
2-a RI.K.7	Intro Lesson: Finding information from pictures: GRR Lesson: Finding information from pictures lesson Students will be practicing how to find information from pictures when the text support is not present.
2-b RI.K.7 L.K.1b,e,f	Finding the relationship between information found in pictures vs. text: GRR Lesson: How pictures and words work together . Students will be guided through a text, touching on verbs, complete sentences, while figuring out how the pictures and information work together to give the reader information. There is a natural connection between verbs and describing.
2-c RI.K.7 	<p>E-School Model/Guided Lesson: Relationship between text and pictures E-Spark Instructional Video: Illustrations and Text</p> <p>These links can be used to work with a small group that may need more time with that concept, or brief overview of what the standard means for students.</p>
Masters Expectations RI.K.3	<p>The student will:</p> <ul style="list-style-type: none"> Describe the connections between two individuals, events, ideas, or pieces of information in a grade appropriate text
Progressing Towards the Standard	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Connection, event, idea, individual, information, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Recognize or recall individuals, events, ideas, or pieces of information from a grade appropriate text
2-d RI.K.3 H.12.K.5	<p>Intro lesson: Describing connections between two people, places, events, or pieces of information from a text: GRR Lesson: Describing Connections Lesson Plan</p> <p>In this lesson the teacher does a read aloud and discusses the title and how it helps me understand what the text is about. It includes a think aloud of modeling asking and answering the questions.</p>
2-e RI.K.3 	<p>E-School Model/Guided Lesson: Making connections between two people, places, events, or pieces of information from a text This is a Guided/Model and practice lesson that can be done to reinforce or introduce making connections.</p>

E-Spark Instructional Video: Describing Connections: This video can be used to introduce or reinforce making connections from a text

Writing Module 1: Lessons to Build to Assessment 3

The following lesson plans and instructional moves are suggested lesson that build up to Assessment 3 in the 3rd 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 3 Synopsis: In pairs or groups, students will research a topic of their choice. Some examples could be a place, an American symbol, celebrations around the world, animals, and so on. Students will then write an informational piece based on the topic they researched. They need to include the topic they researched and give some facts or some information about that topic.

Assessment Standard

Instructional Moves and Formative Assessment

**** Teacher Note About Writing**** While the focus for this unit is Informative Writing, teachers should continue to reinforce what students have learned about opinion and narrative writing throughout this unit. Teaching writing is a continuous process that requires us to provide students with opportunities to practice different types of writing throughout the year. Below, there are two lessons about transitioning to informative writing and ways to use opinion and narrative writing in this unit. Informative, Narrative, and Opinion will be addressed in the next two units in a similar manner.

3-a
W.K.1
W.K.3

Using Opinion and Narrative Writing: [Ideas, Prompts, and Suggestions to integrate opinion/narrative writing throughout this unit](#) This lesson gives ideas and suggestions on how to continue to use what students have learned about opinion and narrative writing throughout this unit while they learn about informative writing.

3-b
RI.K.7
W.K.2

Understanding illustrations and text in Nonfiction : [GRR Lesson: Elements of Nonfiction](#)
Teacher will create an anchor chart to help children label and identify the different types of pictures and text in informational text.

3-c
W.K.2



[Opening Mini-Lesson VIDEO](#) **For TEACHER Eyes, Not Students: Teacher Model of ONE WAY to Introduce Informative Writing This video is NOT a video showing the GRR lesson above, it is another way that teachers could introduce informative writing to their students. The Video is about 17 minutes long.

3-d
W.K.8
W.K.7
C.2.K.1
G.9.K.3
G.11.K.1
H.12.K.5



Introduction to Research- Asking and Answering Questions using text: [GRR Lesson: Introduction to Research](#) This lesson will focus on the purpose of research with the teacher modeling how to ask questions find out information about a topic.** This lesson ties into the Social Studies standards listed depending on the topic the students are researching about (holidays, traditions, symbols, place). This lesson will not hit all four S.S. standards unless the students have multiple opportunities to research various topics.

3-e
W.K.8
W.K.7
C.2.K.1
G.9.K.3
G.11.K.1
H.12.K.5

Guided and Independent Practice with Research: [GRR Lesson: Research in Kindergarten](#) The guided practice lesson is a three day lesson that allows the students to work collaboratively to research a topic chosen by the teacher.
** This lesson ties into the Social Studies standards listed depending on the topic the students are researching about (holidays, traditions, symbols, place). This lesson will not hit all four S.S. standards unless the students have multiple opportunities to research various topics.

3-f
W.K.8

Explore and Investigate: Read, Write, and Draw in a researcher's workshop:

W.K.7	<p>AND View and Read to Learn and Wonder: Use images and words to gain understanding. Lesson 21 Lesson 8</p> <p>These lesson guides can help you teach students to explore a topic using multiple strategies and create a research poster that summarizes their learning as well as, teaching students to notice and record new information. Both of these lessons are from the Comprehension Toolkit.</p>
Masters Expectations W.K.2	<p>The student will:</p> <ul style="list-style-type: none"> • Name a topic • Supply some information about the topic
Progressing Towards the Standard	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Information, informative writing, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Complete a teacher-provided template to represent their informative piece
3-g W.K.2	<p>Writing a topic sentence: GRR Mini-Lesson- Ways to Start an Informative Piece</p> <p>This lesson helps students see different ways they can start their informative piece. The teacher will create an anchor chart with the students that gives examples of sentence starters that could be used as a topic sentence.</p>
3-h W.K.2 W.K.7 W.K.8	<p>Including Information We Learned in Our Writing: GRR Mini-Lesson- Including Information</p> <p>This lesson helps students practice using the graphic organizer and participate in shared research prior to completing Assessment 3.</p>
3-i W.K.2	<p>Making Our Plans Come Alive: GRR Mini-Lesson- From Graphic Organizer to Informative Piece</p> <p>This lesson shows students how to take the information they have written down and turn it into a first draft.</p>
3-j W.K.2 	<p>Have Students publish their piece through role play GRR Mini-Lesson: Ways to Publish Their Writing- These are suggested ideas or prompts for ways students can publish their Assessment 3 writing. Publishing is not required, but suggested.</p>
3-k L.K.2	<p>Conventions for Writing- These standards could be taught during shared reading, guided reading, or writer's workshop. In the resource column there are different writing paper templates that incorporate the writing conventions. These can be used to differentiate writing expectations or goals for students.</p> <p>Writing Template Options that Include Checklists Another Writing Template Option that Includes Checklists</p>
<p>TECHNOLOGY LINK</p> 	<p>SAMR Ipad Apps: This link goes to a picture that shows apps that can be used at each level of the SAMR model. When you hover over the app, it tells you a little more information about the app and how it could be used in the classroom.</p> <p>First Grade Adventure Blog: This blog shows ways that SAMR model and ipads can be used in a classroom. The teacher gives a step by step example of using ipads with student writing, science, and math. Great ideas and easy to use.</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