

Grade K ELA Curriculum

Subject	Language Arts		
Grade/Course	Kindergarten		
Unit of Study	Unit 3: Super Powers: Reading with Print Strategies and Sight Word Power (Book 2)/Writing for Readers (Book 2)		
Pacing	<p>December-Mid January</p> <p>This content unfolds over 17 & 20 sessions each, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.</p>		
Unit CT Core Content Standards			
<u>Reading Foundational Skills</u>			
<p>RF.K.1: Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.4: Read emergent-reader texts with purpose and understanding.</p>			
Reading <u>Literature and Information</u>	<u>Writing</u>	<u>Speaking /Listening</u>	<u>Language</u>
<p>RL.K.1: Ask/answer questions about main ideas & key details</p> <p>RL.K.2: Retell familiar stories, including key details</p> <p>RL.K.3: Identify character, setting, events</p> <p>RL.K.7: Describe relationship between illustrations and story in which they appear.</p>	<p>W.K.3: Draw/dictate/write to tell a story</p> <p>W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>SL.K.1: Participate in conversation</p> <p>SL.K.2*: Confirm understanding of oral information by ask, answer questions *Standard addressed through read aloud; see read aloud section below</p> <p>SL.K.4 Describe familiar people, places, things and events</p> <p>SL.K.6: Audibly express thoughts, feelings, ideas</p>	<p>L.K.1: Conventions of Standard English</p> <p>L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.6: Use words/phrases acquired</p>
Essential Questions		Corresponding Big Ideas	

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<ol style="list-style-type: none"> 1. What strategies can I use to read? 2. How do readers take on the hardest words? 3. How do readers bring books to life? 4. How do writers write stories that readers can read? 	<ol style="list-style-type: none"> 1. Readers use the “super-powers’ of pointing under each word and looking at words closely to help them read. 2. Readers put “super powers” together to help them tackle the hardest words. They use pictures to predict, read unfamiliar words and make unfamiliar words snap words. 3. Readers bring stories to life by using their voices, singing their books, watching punctuation, retelling and talking about their books to develop meaning and build fluency. 4. Writers reread their writing to make sure it is easy for others to read. They plan stories by drawing and rehearsing, stretching out words, using sight words and writing sentences. Writers revise and edit their work to share with others.
Reading Bends	Writing Bends
<p>Bend 1: This bend begins by students building their reading muscles and learning new super powers: pointer power, partner power, and rereading power. These powers then translate into teaching reading behaviors and skills needed. Songs and chants are used for students to learn how to not just reread, but also how to invent fun and creative ways to do so. They also learn how to carry over these skills to other charts, signs, songs and texts.</p> <p>Bend 2: Bend two focuses on teaching students strategies specifically for solving words that cause them trouble. One-to-one matching, snap words to anchor reading and not giving up when encountering difficulty are strategies readers learn. Readers also learn the importance of keeping track of print (with their fingers or eyes), figuring out tricky words and increasing the number of high-frequency words they know. They are encouraged to preview texts first and teach themselves new words as they read. It will be essential for students to make links and transfer their skills from word study to reading.</p>	<p>Bend 1: This bend begins with students rereading their stories and identifying pieces for revision. Writers are challenged to tell true stories and produce writing that is easy for others to read by drawing to plan, rehearsing their stories, writing in sentences and rereading their work as they write.</p> <p>Bend 2: Writers will learn how to use a checklist to reflect on what they have learned so far this year. They will learn how to write words by using vowels and sight words, while focusing on using storytelling words. Writers will learn how to work with a partner and aim to make their writing clearer and easy for readers to read.</p> <p>Bend 3: In this bend, writers will learn about telling stories more powerfully through the use of revision. Writers will focus on the whole story by using their drawings to find more to write about, using flaps to add to their stories and working with a peer to help each other make their stories easier to read.</p>

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<p>Bend 3: In this bend, readers focus on bringing their reading to life, rereading their books with more fluency, expression and even adding drama. Students start reading with more meaning and begin retelling as well as talking about their books in partnerships. To build fluency, readers practice scooping up more words when rereading familiar texts. Readers make predictions about what’s happening and pay close attention to the punctuation. At the end of the bend, students plan and act out their reading in order to bring their stories to life and share the gift of reading.</p>	<p>Bend 4: Writers learn the process of taking a single piece of writing to publication. Writers select a piece to share using all they have learned to make it shine. They revise, edit, add more satisfying endings with a big feeling, and make their work beautiful. They self assess and share in a celebration.</p>
Teaching Points	
Reading	Writing
<p>Bend I:</p> <ol style="list-style-type: none"> 1. Using super powers to look, point, and read one word and then the next and the next (one to one correspondence) 2. Using pointer power to match your reading to the words and reread when necessary 3. Touching every word just once-even long words 4. Using snap words to help you keep track of your pointer power 5. Doubling your pointer power by working with a partner so you can both check words as you read <p>Bend II:</p> <ol style="list-style-type: none"> 6. Using picture power to predict and read unfamiliar words 7. Turning more words into snap words: look, read, spell, write, look, read 8. Activating sound power to read unfamiliar words by making the first sound in the word 9. Using many strategies to read tricky words 10. Celebration: Monitor reading powers and set goals <p>Bend III:</p> <ol style="list-style-type: none"> 11. Reading with smooth voices to bring books to life 	<p>Bend I:</p> <ol style="list-style-type: none"> 1. Rereading to make easy to read 2. Going back and using what you’ve learned 3. Using the picture you drew about the story to write the words and vice versa 4. Writers say a sentence in their mind and then write word after word 5. Writing tip: writers reread often pretending they are the writer and then the reader and vice versa <p>Bend II:</p> <ol style="list-style-type: none"> 6. Using a checklist to write 7. Using vowels to help spell the “middles” of words 8. Using snap words (known words) to make writing go quicker 9. Using a storytelling voice to add storytelling words to your story 10. Working with a writing partner to make writing more readable 11. Partners help each other spell 12. Guided inquiry: What have I learned to do that makes my writing more readable? What could I still learn that would help my writing become even more readable?

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<ul style="list-style-type: none"> 12. Singing out pattern words helps you to read faster and smoother 13. Using punctuation to figure out <i>how</i> to read 14. Changing your voice (tone) to match feelings in the book 15. Activating your book talk power by introducing the book to your partner 16. Retelling books to remember all the parts 17. Celebration 	<p>Bend III:</p> <ul style="list-style-type: none"> 13. Asking, “Can I make this story better?” helps us to revise 14. Using paper flaps as a tool to insert more writing 15. Looking at the work of author’s you love and trying what they do in your writing 16. Revising with a partner <p>Bend IV:</p> <ul style="list-style-type: none"> 17. Using all you know about writing to make your story come alive 18. Using dialogue or action to show feelings to write strong story endings 19. Publishing: add missing bits to your drawings, add color to your pictures, check your words to make sure they are not too messy to read 20. Celebration
Word Study Topics	
<p><u>Unit 1 (week 12 of 12)*:</u> How to name letters, keywords, and sounds for all letters How to form lowercase letters (a-z) and begin composition skills How to recognize sounds for consonants and vowels Develop print, word awareness, and story retelling skills How to rhyme words Develop fluency/phrasing with echo and choral reading</p> <p><u>Unit 2 (weeks 1-4)*:</u> Phonemic awareness skills: blending, segmenting, and manipulation of sounds Blending and reading three-sound short vowel words Story prediction Alphabetical order Uppercase letter formation Sample words: map, sad, rat</p> <p>Pre-Primer Dolch Sight Words: go, help, here, in</p> <p>Foundations Unit Test Scoring Guidelines</p> <p>Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.</p>	

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*Units referenced come from Foundations Program.

For additional sample words refer to the unit resource pages at the end of each unit in the Foundations teacher's manual. This provides examples for drill sounds/warm-up, echo sounds, and current unit words.

Evidence of Learning - Assessment

[TC High Leverage Reading Assessment](#)

[Teachers College Reading and Writing Project Teacher Resources and Guidebook for Levels A-K Reading Level Assessments](#)

**See Heinemann Online Resources for copies. District may designate the use of another version of assessment.*

Smarter Balanced Assessment Resources

The following link will provide rubrics, student checklists and Writing Portfolio Guides with anchor sets to use in the holistic scoring of narrative, opinion, and informational writing:

[CT Writing Portfolio Resources for Grades K-2](#)

The [Style Guide](#), which aligns with the expectations of Smarter Balanced Assessments, will support the creation of unit- and standard-aligned items for instructional use.

Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<ul style="list-style-type: none"> ● Foundations Unit Tests ● High-frequency word lists <p>Concepts About Print: Directions Implications Recording Form</p> <p>Letter I.D</p> <p>Reading: Pre-assessment- You will want to refer to the Concepts of Print assessment to hone in on what your students have mastered and what they still need to work on.</p> <p>Review students writing samples to see who is ready for conventional reading (level C and above). If you can read most of a child's writing (using beginning and ending sounds as well as leaving spaces between words) then they are most likely ready to read at least a level C. If a child is at this point it is time to conduct a running record.</p>	<ul style="list-style-type: none"> ● WPM rate benchmark chart ● Running Records (including Checklist of Reading Behaviors)* ● Narrative Writing Learning Progression* 	<ul style="list-style-type: none"> ● Foundations Dictation Check-Ups within Unit <p>Reading:</p> <ul style="list-style-type: none"> ● Concepts of Print ● Conferring notes ● Observation of small group work ● F&P Continuum of Literacy Question Stems by GRL ● Exit tickets ● Daily reading log sheet <p>Writing:</p> <ul style="list-style-type: none"> ● Conferring Notes ● Student work: One or more student work samples for each writing session* ● Narrative Writing Checklist,

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<p>Post-assessment- You will want to have a checklist of super power reading behaviors that to use when you observe and take notes on which of the “reading super powers” (pointer power, re-read power, partner power, picture power, snap word power, sound power, persistence power and book talk power) he/she is consistently using. As the unit comes to an end you can collect this information during independent and partner reading time. Based on student need you may opt to extend this time between this unit and the next by taking a few days between this unit and the next to “re-teach” some mini-lessons and capture evidence of these super powers then.</p> <p>Writing: Pre/post-assessment:</p> <ul style="list-style-type: none"> ● On-demand Performance Assessment Prompt* ● Narrative Writing Rubric, Kindergarten* <p>Narrative Writing Student Samples, Kindergarten*:</p> <ul style="list-style-type: none"> ● Early Kindergarten ● Kindergarten ● Narrative Writing Checklist, Kindergarten 		Kindergarten*
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Learning Plan

Researched-based Instructional Resources and Methods

The Reading and writing workshop model is a [researched-based instructional model](#):

See *A Guide to the Reading Workshop Model: Primary Grades*, (2015), Calkins et. al. and *A Guide to the Common Core Writing Workshop*, 2012, Calkins et. al. included in the series component bundle.

The Heinemann Online Resources includes a study guide for the *Units of Study for Teaching Reading* under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:

- The Architecture of the Mini-lesson: connection (teaching point), direct instruction and active engagement, link

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- The Architecture of a Conference and small group work: mid-workshop teaching
- Share/whole group processing
- Setting up and Provisioning the Reading Workshop

The Heinemann Online Resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.

Anchor Charts

Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.

Reading	Writing
We Are Super Readers! Color / B&W Readers Read with a Partner Color / B&W	Make Writing Easy to Read! Color / B&W Tools Give Writers Extra Power Color / B&W Make Your Story Fun to Read! Color / B&W

Instructional Moves

Taberski, Sharon D.; Burke, James (Jim) R. (Robert). *The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them* (Corwin Literacy). SAGE Publications.

Possible Student Challenges	Teacher Moves
Difficulty identifying characters, setting, and major events in a story	<ol style="list-style-type: none"> 1. Read aloud and share texts with story elements and/or organization that is straightforward and a good fit for the element you’re highlighting, such as “The Three Billy Goats Gruff” and Rosemary Wells’s <i>Timothy Goes to School</i>. Use story map graphic organizers to chart story development 2. Make a list of all the characters and determine which is the main character and which plays a supporting role. Elicit from students why they categorize the characters as they do, and direct back to text for evidence 3. Create character webs to help students identify what the main and supporting characters are like, how they feel, what motivates their behavior. As students read, help them to draw connections between the characters (ex: Little Red Hen and lazy Dog, Duck, Pig) 4. Teach that setting refers to both where (city, country, in school/home) and when

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	(time of day or season) a story takes place. Help students keep track of any changes and help them to identify keywords
Difficulty retelling or recounting stories	<ol style="list-style-type: none"> 1. Introduce students to different types of stories, such as realistic stories, adventure stories, graphic novels, folktales, and fantasy stories. Give opportunities to discuss them and then compare and chart the attributes of the different types 2. After a story has been read a couple of times, demonstrate how to retell/recount it. First, explain that a retell involves an opening statement, followed by key events listed in sequential or chronological order, and a conclusion. Practice in partners orally and then share out 3. Activity: “Story Bookends” where the left bookend is the problem and the resolution is the right bookend on chart paper. Engage the class in a discussion of the “events” that should go in the middle and line students up to represent the story events happening in chronological order and characters
Difficulty responding to questions and suggestions from peers and add details to strengthen writing	<ol style="list-style-type: none"> 1. Teach students during “writing share” to first comment on what they like, ask questions that may help the writer to clarify meaning, and perhaps make a suggestion or two 2. Use sentence strips and special pens/markers to cross out a word or add a sentence or two 3. Make an editing checklist with students at the beginning of the year rather than posting an already made list. Add to it throughout the year
Difficulty applying grade-level phonics and word analysis skills in decoding	<ol style="list-style-type: none"> 1. Make the point to students that understanding phonics will help them read all their favorite books on their own. Gear phonics instruction towards an emphasis on automatic word recognition. 2. When using authentic texts to introduce a particular phonics element, teach from the whole to the parts. 3. To teach letter sound relationships, conduct lots of letter sound searches.

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	<ol style="list-style-type: none"> 4. Recognize the power of knowing rimes in helping students read accurately and automatically. Helping students become familiar with spelling patterns in words enables them to move beyond seeing isolated words to seeing chunks of letters that make specific sounds. 5. Use phonics along with semantics (meaning) and syntax (grammar) to figure out words they don't know. 6. Analyze words for their roots and affixes. This helps students figure out the meanings of words and helps them identify words. Play games with word parts.
Difficulty reading emergent-reader texts with purpose and understanding	<ol style="list-style-type: none"> 1. Build students strength of sight words by creating a word bank 2. Model fluent reading during shared texts and read alouds. Convey that fluent reading sounds like the way we talk to one another. Move your pointer finger under words so that students can see how to chunk words into phrases 3. Attend to text cues such as exclamation points, question marks, quotation marks, words in bold, and words printed larger or smaller than others. These help the reader comprehend the text and therefore, help them read it fluently 4. Engage students in choral reading and Readers Theater to give them opportunities to practice strategies. Post strategies on an anchor chart 5. Record yourself as you read aloud a shared-reading passage or poem with expression. Allow students to listen to the recording several times as they follow the text. Guide them to notice what you've done to read fluently and what they should be trying to do. Then give them opportunities to read the passage or poem out loud themselves.
Mentor, Demonstration, Read-aloud, Shared Texts <small>*Included in the Grade K Trade Pack</small>	
Reading	Writing
Demonstration Texts <i>*Brown Bear, Brown Bear, What Do You See?</i> by Bill	Demonstration Texts <i>Shortcut</i> by Donald Crews

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<p>Martin Jr. & Eric Carle <i>In the Garden</i> by Annette Smith <i>It's Super Mouse!</i> by Phyllis Root "Where Is Thumbkin?" (nursery rhyme)</p> <p>Read-Aloud and Shared Reading Texts/Resources "Readers TALK About Books" chart "Rain, Rain, Go Away" (nursery rhyme) <i>I Play Soccer!</i> by Mary Cappellini <i>It's Okay to Be Different</i> by Todd Parr <i>The Family Book</i> by Todd Parr "Five Little Ducks" (rhyming song) "Down by the Bay" (rhyming song) "The Name Game" (rhyming song) *<i>So Much!</i> by Trish Cooke Read Aloud Prompts for So Much! Color / B&W</p> <p>Suggested Texts and Resources <u>Foundations:</u> <i>Hide Clyde</i> by R. Benfanti <i>In the tall, tall grass</i> by D. Fleming <i>Ten potatoes in a pot</i> by M.J. Katz <i>Chugga chugga choo choo</i> by K. Lewis & D. Kirk <i>My truck is stuck</i> by K. Lewis & D. Kirk <i>Old Black Fly</i> by J. Aylesworth <i>On Market Street</i> by Arnold Lobel <i>Alphabatics</i> by S. MacDonald <i>I spy: An Alphabet in Art</i> by L. Micklethwait <i>ABC</i> by Dr. Seuss</p>	<p><i>A Day with Daddy</i> by Nikki Grimes <i>The Snowy Day</i> by Ezra Jack Keats</p> <p>Suggested Texts and Resources <i>Koala Lou</i> by Mem Fox <i>Caps for Sale</i> by Esphyr Slobodkina <i>Don't Let the Pigeon Drive the Bus</i> by Mo Willems <i>A Chair for My Mother</i> by Vera B. Williams <i>Owl Moon</i> by Jane Yolen</p> <p><i>Research in the Teaching of English</i> by A. Haas Dyson <i>Scientific Studies of Reading</i> by Linnea Ehri <i>Choice Words</i> by Peter Johnston</p>
Read-Aloud & Shared Reading	
<p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and rereading Process the text Whole-class book talk</p> <p>Read-Aloud process: Before You Read (introduce book, title, author, wonder about the title) As You Read (look at pictures, read with prosody, retell) After You Read (whole class book talk)</p> <p>Shared reading goals Practice using meaning, structure, visuals (MSV) to solve new words</p>	

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<p>Shared reading process: Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
Vocabulary	
Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
checklist feeling flap imitate meaningful pointer predict publish rehearse retell revise self-monitor techniques tone unfamiliar	alphabetical order book talk power initial sound partner power persistence power picture power pointer power re-read power snap word power sound power punctuation short vowels snap words super powers uppercase letters/capitals/capitalization
Suggestions for Differentiation, Scaffolding and Intervention	
<p>CT Dept. of Education Evidence-based Practice Guides – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</p> <p>Use individual student performance data to inform intervention in small group and conferring work. Just because specific strategies are listed as "effective intervention strategies" doesn't mean that they should only be used for intervention. These strategies, when used purposely, help support the specific needs of diverse learners.</p> <p>Effective Intervention Strategies for Teachers</p> <ul style="list-style-type: none"> ● Use grouping ● Use feedback, reinforcement and recognition ● Use similarities and differences ● Use advanced organizers such as graphic organizers ● Provide feedback ● Use summary and note taking ● Use hands-on, non-linguistic representations <p>Meeting Students’ Needs Through Scaffolding</p> <ul style="list-style-type: none"> ● Identify, bold, and write in the margins to define words that cannot be understood through the context of the text ● Chunk long readings into short passages (literally distributing sections on index cards, for example), so 	

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that students see only the section they need to tackle

- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

Supporting Struggling Readers

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

Assistive Technology

Writing:

- Use different paper (Foundations aligned, wide lined, raised lines or darker lines) to increase awareness of lines
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write
- If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners

Colorin Colorado

CT English Learner Proficiency Standards, Linguistic Supports

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge

Interdisciplinary Connections

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The CT Social Studies framework theme for kindergarten focuses on “Me and My Community” a students role within the community in which he/she belongs and/or lives. The reading portion of this unit is about “super powers.” When discussing these “super powers” make a connection to “super heros” in our community such as firemen, police officers, etc. Have students orally recount stories about events or things they have done in their community. This will help prepare them for the personal narrative focus on the writing unit.

The NGSS standards for kindergarten include making connections between plants, animals (including humans) and the places they live.