

Grade K ELA Curriculum

Subject	Language Arts		
Grade/Course	Kindergarten		
Unit of Study	Unit 5: Growing Expertise in Little Books: Nonfiction Reading (If/Then p. 1)/ Writing All-About Books (If/Then p. 44) (Titles are linked to If/Then Lessons)		
Pacing	<p>March-Mid April</p> <p>The content includes 26 reading teaching points and 30 writing teaching points that will unfold over 4 uninterrupted weeks of instruction. Based on student assessment data, teachers will use professional judgment to choose the teaching points that best meet the needs of their students. Given this, teachers may not use all listed teaching points or may modify/create additional teaching points based on student needs.</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. RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. 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>RI.K.2 Identify main topic</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book</p> <p>RI.K.6 Name author/illustrator</p> <p>RI.K.8 Evidence to support point</p> <p>RI.K.9 Compare two texts on same topic</p>	<p>W.K.2 Draw/dictate/write to state topic and detail (information)</p> <p>W.K.5: Respond to questions and suggestions from peers and add to writing as needed</p> <p>W.K.6 Produce, publish with digital tools</p>	<p>SL.K.1 Participate in conversation: taking turns, multiple exchanges</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.3 Ask/answer questions to get help, clarify, get information</p> <p>SL.K.5 Use drawing, visuals to add information</p>	<p>L.K.6 Expand vocabulary</p>

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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How can I find a way for books to become my teachers, so that I can learn ideas and information about the world? 2. How can books get readers wondering about things? 3. How do writers teach others about their expertise? 	<ol style="list-style-type: none"> 1. Books can become our teachers when we let them take us on a learning adventure studying pictures, photographs and domain-specific vocabulary. 2. Books get readers wondering about topics when they ask questions about the information they are reading about. Readers also wonder about topics when they read more than one book about that topic and think about what similarities and differences in information, pictures, photographs and domain-specific vocabulary there are. 3. Writers choose to write about topics based on areas of personal expertise. Writers include information and examples, consider readers' questions, use nonfiction text features, and revise their work to share all they know.
Reading Bends	Writing Bends
<p>Bend 1: Readers go on trips in books (to the zoo, parks, oceans, and more) and learn lots of information about the world. In this bend, readers learn how to wonder and raise questions about the information and how to study pictures and photographs to get more information about the topic of a book.</p> <p>Bend 2: Readers learn to pay particular attention to parts of their books or words that seem important to the topic they are reading about. Students learn how to think about domain-specific vocabulary they come across in their books.</p> <p>Bend 3: Using two or more texts (perhaps even a basket) about the same topic, readers will learn how to reread books, finding and noticing things that are in both books and things that are decidedly <i>not</i> in both books.</p>	<p>Bend 1: Writers learn how to stick to one piece of information at a time, rather than ramble on, and to make sure that all the pages of the all-about book fit together under one main topic.</p> <p>Bend 2: In this bend, writers learn how to elaborate and say more on each page by including more information, adding examples and considering their readers' questions. Students also use many of the same strategies they already learned for writing how-to texts.</p> <p>Bend 3: Writers learn to review and also write new books, incorporating into their own writing the features of nonfiction that they notice in mentor texts.</p> <p>Bend 4: In this bend, writers pick one book to revise, edit, and publish for the celebration where students teach others all about their areas of expertise.</p>

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Possible Teaching Points	
Reading	Writing
<p><u>Bend I:</u></p> <ol style="list-style-type: none"> 1. Read to learn more 2. Use strategies to get ready to read 3. Look at the page, point and talk, and ask questions 4. Wonder about key details (who, what, where, when, why, how) 5. Notice pictures and words 6. Retell to share what was learned (partners can help you remember, reread to remember) 7. Connect the cover to the text and name what the text is mostly about 8. Last pages don't always fit with the main idea (last pages can sum up the main topic, bring information together, and invite readers to do more) 9. Teach others about what you know (add gestures, point to the text) 10. Ask questions and think of possible answers (reread with a partner, point to pictures and words, search for a new book, hold on to questions) <p><u>Bend II:</u></p> <ol style="list-style-type: none"> 11. Collect expert words 12. Use pictures to teach expert words 13. Stop and think about unknown words (ask what word would make sense, check the first and last letters) 14. Use all the information on the page 15. Bring the book to life with gestures and actions 16. Think about patterns in the text and what the book is about 17. Reread words and use pictures to learn more 18. Stop and think during reading <p><u>Bend III:</u></p> <ol style="list-style-type: none"> 19. Read many books about a topic 	<p><u>Bend I:</u></p> <ol style="list-style-type: none"> 1. Choose topics that show your expertise 2. Write to teach others 3. Think about what people need to know and learn 4. Collect potential writing ideas (Tiny Topics notepad) 5. Think of an audience and a reason for writing 6. Talk about your topic (verbal rehearsal) 7. Plan chapters so readers can learn more (planning on fingers) 8. Plan by sketching just one important thing about the topic on each page 9. Draw pictures first and then write sentences to match 10. Revise writing to add new things you learn <p><u>Bend II:</u></p> <ol style="list-style-type: none"> 11. Elaborate by giving more information 12. Reread and add an example 13. Consider readers' questions/listen for readers' questions 14. Write to answer readers' questions <p><u>Bend III:</u></p> <ol style="list-style-type: none"> 15. Including text features in your writing: diagrams, charts, glossaries, and pictures with labels and captions 16. Using specific text features for a specific purpose 17. Including technical vocabulary about your topic 18. Elaborating on a subtopic to say why a fact is important 19. Using descriptive details in your writing 20. Adding number facts to your writing,

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<p>20. Compare books to notice similarities and differences</p> <p>21. Compare pictures and words</p> <p>22. Notice text features</p> <p>23. Talk about your book</p> <p>24. Think about what the author wants you to learn</p> <p>25. Compare what was learned from different books</p> <p>26. Celebration</p>	<p>21. Using comparisons (you may want to create an anchor chart for elaboration strategies)</p> <p>22. Using voice to your writing</p> <p>23. Adding and introduction to your information book</p> <p>24. Adding a conclusion to your information book</p> <p>Bend IV:</p> <p>25. Add more information and sentences on each page</p> <p>26. Think about where readers might be confused</p> <p>27. Reread and think, “Does this make sense?”</p> <p>28. Revise pictures to add specific details or labels</p> <p>29. Reread and edit writing</p> <p>30. Celebration</p>
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Word Study Topics

Units 3 (weeks 5-6 of 6)*:

- Phonemic Awareness skills: blending, segmenting, and manipulation of sounds
- Blending sounds in nonsense CVC words
- Segmenting and spelling three-sounds short vowel words
- Distinguish long and short vowel sounds
- Narrative story form: character, setting, main event
- Fluency and phrasing with echo and choral reading
- Beginning composition skills
- High frequency words (trick words)
- Sample words: cut, tap, wet
- Trick words: the, a, and, are, to, is, his, as, has, was

Unit 4 (weeks 1-3 of 4)*:

- Phoneme segmentation
- Concept of consonant digraph, keywords, and sounds: wh, ch, sh, th, ck
- Decoding three-sound words with digraphs
- Spelling of ck at end of words
- Narrative story form: character, setting, main events
- Sample words: bath, chop, thick
- Trick words: we, she, he, be, me, I, you, they

Pre-Primer Dolch Sight Words: make, not, play, red

[Foundations Unit Test Scoring Guidelines](#)

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.

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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>Reading: Pre-assessment: Teachers may want to consider the following to gather information about where your readers are with their understanding of non-fiction text in regards to major work of the unit:</p> <ol style="list-style-type: none"> 1. During read aloud you may want to ask students to share questions they are thinking about the topic/text with a partner. 2. During read aloud you may give students key vocabulary for the text and ask them to draw a picture of the meaning or to choose from three pictures what they think the best meaning is. <p>Post Assessment: Students will read two texts about the same topic. They will identify at least one similarity and one difference about the topic based on their reading. They will use at least one domain-specific key vocabulary word in their</p>	<ul style="list-style-type: none"> ● WPM rate benchmark chart ● Running Records (including Checklist of Reading Behaviors)* ● Informational Writing Learning Progression* 	<ul style="list-style-type: none"> ● Foundations Dictation Check-Ups within Unit <p>Reading: During the unit as you confer with students you might want to ask questions such as: It seems like baby rabbits are not that different from the baby squirrels we just learned about. What do you think? What is the same? What is different? Look for patterns across your classroom: Can students see differences/similarities, can they recognize the big picture?</p> <ul style="list-style-type: none"> ● Concepts of Print ● F&P Continuum of Literacy Question Stems by GRL ● Observation of small group work ● Spelling inventory ● Exit tickets ● Daily reading log sheet

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<p>explanation. This assessment could be an oral explanation, written or using pictures to express similarities/differences.</p> <ul style="list-style-type: none"> ● Presentation & Performance Rubrics* <p>Writing: Writing pre-assessment - <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5 on demand assessment*</i> using the Information Writing Rubric for Kindergarten*: prompt specifics on page 128</p> <p>-Information Student Checklists pages 130-131 -Information Leveled Student Writing Samples on pages 144-147 -Information Writing Annotated page 165</p> <p>Post-assessment - During this unit students will write several “All About” books of their choice. At the end of the they can choose one to publish. Use the published piece and the Information Writing Rubric for Kindergarten* as a post assessment. Consider putting an unpublished piece of writing along the published to look for growth across the unit. Refer to conferring notes to see if “with prompting and support” the student was able to apply suggestions into his/her final published piece.</p>		<p>Writing:</p> <ul style="list-style-type: none"> ● Conferring Chart for Information Writing* ● Conferring Notes ● Student work: One or more student work samples for each writing session* ● Informational Writing Checklist* Grade K Grade K Illustrated Grade K and Grade 1
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The Reading and writing workshop model is a researched-based instructional model:</p> <p>See <i>A Guide to the Reading Workshop Model: Primary Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann Online Resources includes a study guide for the <i>Units of Study for Teaching Reading</i> under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop</p>		

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model, including guiding questions and detailed explanations of:

- The Architecture of the Mini-lesson: connection (teaching point), direct instruction and active engagement, link
- 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
Readers Read With a Partner Readers Ask Questions Information Books Have Endings Pets Vocabulary Readers Compare and Contrast Books	How-To Writing Color / B&W Learning from a Mentor How-To Text Color / B&W Editing Checklist Color / B&W Elaboration Strategies (using descriptive details in your writing, adding number facts to your writing, using comparisons Text Features in Your Writing (diagrams, charts, glossaries, and pictures with labels and captions)

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
Reading with purpose and understanding	<ol style="list-style-type: none"> 1. Have a wide variety of grade-level texts available for students to read on a variety of topics. 2. Teach explicitly what reading with purpose means— such as to read for enjoyment, to read for a specific task, or to read to gain new information or understanding. For example, to demonstrate reading to gain new information from a text, you might model taking time to carefully preview the pictures and read the captions to see what information they provide, information that’s likely to be elaborated on once you start reading.

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Comparing two texts on the same topic that are alike or different	<ol style="list-style-type: none"> 1. Share via read-aloud two informational books on the same topic. Guide students to examine the covers and titles for similarities and differences and talk about what they've observed. Follow the same procedure in regard to the text features in each book. 2. Find two books on the same topic that have significantly different opening sentences/paragraphs and perhaps strikingly different final sentences. Use these books to lead a discussion about how authors can choose to research and write on the same topic but still decide to focus on different aspects of the topic.
Asking relevant questions	<ol style="list-style-type: none"> 1. Have students brainstorm all the things they know about the topic. Then have them think of questions they hope the speaker will address or questions they might ask if the speaker doesn't address them. 2. Remind students of the speaking and listening protocol - that is, look directly at the person who is speaking, allow others to ask questions and interact with the speaker, and make sure that someone hasn't already asked the question you want to ask.
Writing informative/explanatory texts	<ol style="list-style-type: none"> 1. Model writing an informative/explanatory piece with the entire class. This will help students envision what's expected of them. 2. Depending on the student needs, share published writing with students so they can see how authors introduce their topics, use facts and definitions, and conclude their pieces. Have students practice writing based on the mentor text(s).

Mentor, Demonstration, Read-aloud, Shared Texts

*Included in the Grade K Trade Pack

Reading	Writing
<p>This unit is designed to support students reading at a level of C - G. Consider gathering different informational texts on a variety of topics within reading level C - G. Use these texts to support students in learning new information and building vocabulary.</p> <p>Suggested Texts <i>Zoo Looking</i> by Mem Fox <i>Who Works at the Zoo?</i> by Sarah Russell</p>	<p>Demonstration Texts Informational Mentor Texts with text features, chapter titles, separate sections and/or chapters on subtopics</p> <p>Suggested Texts and Resources National Geographic Readers Series: <i>Trucks!</i>, <i>Planes</i> or <i>Trains</i> (examples of all-about texts) *<i>My First Soccer Game</i> by Alyssa Satin Capucilli</p>

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<i>Eating the Alphabet</i> by Lois Ehlert	
Read-Aloud & Shared Reading	
<p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and re-reading 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> <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)
audience author caption chart compare cover page diagram difference elaboration expert key vocabulary main topic photograph picture similarity subtopic wonder	All-About texts key details informational nonfiction retell text features Tiny Topics notepads
Suggestions for Differentiation, Scaffolding and Intervention	
CT Dept. of Education Evidence-based Practice Guides – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”	

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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.

Effective Intervention Strategies for Teachers

- 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

Meeting Students' Needs Through Scaffolding

- 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 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

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- 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

Social Studies Kindergarten Topic - Me and My Community; consider opportunities for students to read and write about home, class, school and town communities (e.g., books on families, maps, the impact of seasonal changes on life, being a citizen in the community, etc.)

NGSS Science Kindergarten Topics - Forces and Interactions: Pushes and Pulls, Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment, and Weather and Climate. Consider opportunities for students to read and write on these topics.

[TC List of Level A-L/M Non-fiction Science books by level](#)

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