

Winchester ELA Curriculum Kindergarten

Subject	Language Arts		
Grade/Course	Kindergarten		
Unit of Study	Unit 6: Becoming Avid Readers (Book 4)/Persuasive Writing of All Kinds: Using Words to Make a Change (Book 4)		
Pacing	<p>Mid April-Mid May</p> <p>This content should be taught near the end of Kindergarten year. The reading & writing topics unfold over 18 & 19 sessions, respectively, 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.2.a: Recognize and produce rhyming words.</p> <p>RF.K.2.b: Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.c: Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.d: Isolate and produce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.3.c: Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</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/RI.K.1: Ask/answer questions about main ideas & key details/Ask/answer questions about main ideas & key detail</p> <p>RL.K.3: Identify character, setting, events</p> <p>RL.K.5 Recognize types of text</p> <p>RI.K.7: Connect pictures and text</p>	<p>W.K.1: Draw/dictate/write to convey opinion</p> <p>W.K.3: Draw/dictate/write to tell a story</p> <p>W.K.7 Research: explore text, express opinion</p> <p>W.K.8: Recall experiences/gather information</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.6: Audibly express thoughts, feelings, ideas</p>	<p>L.K.1: Conventions of standard English</p> <p>L.K.2: Capitalize first word, use end punctuation</p> <p>L.K.5 Word relationships/nuances</p> <p>L.K.6: Use words/phrase acquired</p>

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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What does it mean to be an avid reader? 2. How do avid readers make texts come alive? 3. How do avid readers engage with poetry? 4. How can we use words to share our opinions and convince others to make a change? 	<ol style="list-style-type: none"> 1. Avid readers react to books, capture their thinking with precise words, reflect and set goals and share reading with others. 2. Playing pretend and setting playdates are ways to make fiction and nonfiction texts come alive. 3. The use of rhythm and rhyme helps readers bring out meaning and feeling. 4. We can convince others to make a change by sharing our opinions and by using reasons, facts, and suggestions for support.
Reading Bends	Writing Bends
<p>Bend 1: This bend sets the stage for what an avid reader, verses a “blah reader”, does as they <i>read fictional emergent-reader text with purpose and understanding (RFK.4)</i>. Particular focus is given to students’ reading stamina, comprehension and the ways students talk about their books to their reading partners.</p> <p>Bend 2: This bend encourages students to pretend and use active reading strategies and word attack skills to make meaning of text. Students are encouraged to document their thinking and reaction to informational texts and use academic vocabulary as they share content and interests with others.</p> <p>Bend 3: This bend celebrates students as avid readers and engages them in becoming avid readers of poetry. Independently, in clubs and with partners, students will read poems, identify what poems are about, and make their voices match the feeling and rhythm of poems.</p>	<p>Bend 1: This bend encourages students to use a combination of drawing, dictating, and writing to compose opinion pieces (book, song, card, letter) expressing what they want.</p> <p>Bend 2: This bend invites students to write persuasive letters to convince people to agree with them and to use facts and information to make letters more compelling.</p> <p>Bend 3: This bend provides students an opportunity to recall everything they have learned about opinion writing and apply skills to individual writing focused on a global cause. Students will present their writing aloud to convince others to make change.</p>
Teaching Points	
Reading	Writing
<p>Bend I</p> <ol style="list-style-type: none"> 1. Becoming an avid reader and thinking 	<p>Bend I</p>

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<p>about what they do</p> <ol style="list-style-type: none"> 2. Reacting to your reading: crying, laughing, sharing 3. Using Post-its to help you remember important parts in your reading 4. Finding just the right word to describe a characters feelings 5. Sorting your reading superpowers into categories: mastered, use sometimes, hardly ever use 6. Thinking about what fun things you can do with a book once you have read it 7. Acting out the stories in your mind as you read 8. Noticing all the details through close reading and book-based pretending helps you to act it out 	<ol style="list-style-type: none"> 1. Writing to make the world a better place involves thinking of a problem, thinking about how to fix it, and writing to make it better 2. Giving readers lots of reasons to follow your idea (not running in the halls because someone could get hurt) 3. Caring an awful lot (just like the Lorax) and writing a lot about it to many different people in different ways 4. Being the boss of your own writing means rereading and making it better (when we are done, we've just begun) 5. Using the strategies you know to spell the best you can 6. Getting their words out into the world is the work of opinion writers-who is the audience for this piece of writing
<p>Bend II</p> <ol style="list-style-type: none"> 9. Thinking and reacting to non-fiction books as though they were movie 10. Using "fancy" words to describe a non-fiction book you have read 11. Guided inquiry: What might kids who are avid readers do with books and each other on nonfiction reading playdates? 12. Gathering books on a topic and getting people together who love that topic is the work of topic-based clubs (wild animal clubs, things with wings club, etc.) 13. Paying attention to similarities and differences when you read non-fiction 14. Pretending is part of the work non-fiction readers do 	<p>Bend II</p> <ol style="list-style-type: none"> 7. Talking to the page when you write letters 8. Guided inquiry: What does _____ do to convince her reader to help her make things better? 9. Writing many letters to fix problems is the work of a persuasive writer 10. Including solutions and "fix-it" ideas in your persuasive letter writing 11. Choosing which letters to mail-checking spelling, handwriting, etc
<p>Bend III</p> <ol style="list-style-type: none"> 15. Reading poems over and over to get the tune, rhythm and feeling right 16. Matching your voice to the feeling of the poem 	<p>Bend III</p> <ol style="list-style-type: none"> 12. Using all you know about persuasive writing to begin another piece 13. Including important information in your writing 14. Writing with precise, detailed information 15. Writing a "how to" book to teach readers exactly how to fix a problem

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<p>17. Copying the rhythm and rhythm of favorite poems to create your own</p> <p>18. Celebration</p>	<p>16. Making sure the punctuation matches your writing</p> <p>17. Rereading your writing and deciding where you can say more</p> <p>18. Using a super checklist to fix and fancy up writing</p> <p>19. Celebration</p>
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Word Study Topics

Unit 4 (week 4 of 4)*:

- Phoneme segmentation
- Concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck
- Decoding three-sound words with digraphs
- Spelling 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

Unit 5 (weeks 1-4 of 6)*:

- Sentence structure
- Sentence dictation
- Narrative fiction vs. informational books
- Trick words: or, for, of, have, from, by, my, do, one

Pre-Primer Dolch Sight Words: run, said, see, three

[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.

*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, review and current unit trick words, review and current unit words/nonsense words, and unit dictation sentences.

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.*

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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		Additional Evidence of Learning
<ul style="list-style-type: none"> ● Foundations Unit Tests ● High-frequency word lists <p>Reading</p> <p>Pre/Post Assessment: Using a short text gather information from students' responses that help you plan for your mini-lesson, conferring and small group work. Choose a few spots to prompt students for their feelings and reactions to the story, as well as what they are envisioning. Gather notes on:</p> <ul style="list-style-type: none"> -Which students are full of ideas? -Which students need prompting and coaching to get started talking about books? -Which students are talkative but quickly get off topic? <p>Based on students' responses you may notice predictable problems when looking across the is data:</p> <ul style="list-style-type: none"> -Students who are having trouble picturing what is happening -Students who include lots of extraneous details -Students who seem to be hanging on too tightly to prior knowledge, rather than really thinking about what the book said. 	<ul style="list-style-type: none"> ● WPM rate benchmark chart ● Running Records (including Checklist of Reading Behaviors)* ● Opinion Writing Learning Progression* 	<ul style="list-style-type: none"> ● Foundations Dictation Check-Ups within Unit <p>Reading:</p> <p>Take running records of students' oral reading throughout the unit. Pay particular attention to patterns in miscues. The following are questions to reflect on after analyzing running records:</p> <ul style="list-style-type: none"> -Are students reading just right books? -Which cueing systems do students usually rely on (meaning, syntax, visual)? -Are students self-monitoring and self-correcting? -Do students understand what they read? -How are students progressing over time? -Are students engaged? <ul style="list-style-type: none"> ● 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

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<p>Writing: On Demand-Opinion Writing Prompt*</p> <ul style="list-style-type: none"> ● Opinion Writing Rubric* ● Early Kindergarten Student Writing Samples* ● Kindergarten Student Writing Samples* ● Writing Developed Through the Progression* ● Opinion Writing Checklist*: ● Kindergarten ● Kindergarten Illustrated ● Kindergarten and Grade 1 		<p>more student work samples for each writing session*</p> <ul style="list-style-type: none"> ● Opinion Writing Checklist*: ● Kindergarten ● Kindergarten Illustrated ● Kindergarten and Grade 1
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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
- 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.

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Reading	Writing
<p>Avid Readers... Color / B&W Readers Read with a Partner Color / B&W Reading Playdates Color / B&W Avid Nonfiction Readers... Color / B&W Avid Poetry Readers... Color / B&W</p> <p>We are Super Readers!*</p> <p>Readers Talk About Books* <i>*from previous unit</i></p>	<p>Writers Write to Make the World Better! Color / B&W We Can Be Really Convincing Color / B&W Make People Really Listen! Color / B&W When We Are Done We Have Just Begun! Color / B&W</p> <p>How to Turn a Word into a Snap Word* What Makes Writing Easy to Read?*</p> <p><i>*from previous unit</i></p>
<p>Instructional Moves</p> <p>Taberski, Sharon D.; Burke, James (Jim) R. (Robert). <i>The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.</p>	
Possible Student Challenges	Teacher Moves
<p>Reading with purpose and understanding</p>	<ol style="list-style-type: none"> 1. 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. 2. Call students’ attention to how chunking words into phrases makes reading sound more natural. When reading aloud, breathe life into your interpretation of the text by attending to how the the characters are feeling and acting.
<p>Identifying key details</p>	<ol style="list-style-type: none"> 1. Model asking questions about a text by writing questions on chart paper or annotating in the margins when using a whiteboard. Try to ask more analytical (how, why) questions than literal (who, what, where, when) questions. 2. Elaborate on what led you to ask a question. Help students recognize that a question is typically an extension of something we already know. 3. Demonstrate how the answers to many of their questions can be found in the text. Mark the answers to questions with sticky notes or highlighting tape, calling

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	attention to the exact words that help answer a question.
Stating an opinion	<ol style="list-style-type: none"> 1. Share examples of opinions from books, articles, and samples of student writing. 2. Use a graphic organizer that prompts students to fully elaborate their reasons, brainstorm various reasons they might include in an opinion piece to convince or persuade someone to act differently, and challenge students to consider reasons that are based on observable facts. 3. Draw students' attention to linking words (and, because, also, second, next) in samples of opinion pieces you've used with them, in both published materials and student writing, and highlight linking words with colored tape or markers in the opinion piece samples you've written together.
Mentor, Demonstration, Read-aloud, Shared Texts	
*Included in the Grade K Trade Pack	
Reading	Writing
<p>Teachers may include other similar texts of the appropriate grade level band</p> <p>Demonstration Texts</p> <p><i>*The Carrot Seed</i> by Ruth Krauss and Crockett Johnson</p> <p><i>It's Super Mouse!</i> by Phyllis Root and James Croft</p> <p><i>*Dragonflies</i> by Margaret Hall</p> <p><i>*Honey Bees</i> by Martha E. H. Rustad*</p> <p>"The Swing" by Robert Louis Stevenson</p> <p>"I'm a Little Teapot"</p> <p>"Click Beetle" by Mary Ann Hoberman</p> <p>"Read Words, Write Words" by Marjorie Martinelli</p> <p>"Brother John (Frère Jacques)"</p> <p>"Rain"</p> <p>Suggested Texts and Resources</p> <p>"The Itsy-Bitsy Spider"</p> <p>"Mary Had a Little Lamb"</p> <p>Mouse books by Phyllis Root, from the Brand New</p>	<p>Persuasive Writing of All Kinds: Using Words to Make a Change</p> <p>Exemplar</p> <p>Student writing exemplar: Lily's letter (CD-ROM Session 8)</p> <p>Additional Texts and Resources</p> <p>Video clip of a mentor speechmaker, "Thumbs Up for Rock and Roll! (CD-ROM Session 17)*</p> <p>https://www.youtube.com/watch?v=ealvk1cSyG8</p> <p>Suggested Texts and Resources</p> <p><i>Click, Clack, Moo: Cows that Type</i> by Doreen Cronin</p> <p><i>Corduroy Writes a Letter</i> by Alison Inches</p> <p><i>I Wanna New Room</i> by Karen Kaufman Orloff</p> <p><i>The Lorax</i> by Dr. Seuss</p> <p>Songs that Call People to Action</p>

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<p>Readers series, Candlewick Press “Venus Flytraps: Jaws of Death” video from the BBC*</p> <p>Selected poems Anthologies Nursery rhymes</p> <p>Online Read Aloud Resources: "Readers Talk About Books" anchor chart "Let's Have a Grand Conversation" chart Speech and Thought Bubbles Template</p> <p>Read Aloud Prompts for Not Norman Color / B&W</p> <p>Read-Aloud and Shared Reading Texts <i>*Not Norman: A Goldfish Story</i> by Kelly Bennett and Noah Z. Jones <i>*Honey Bees</i> by Martha E. H. Rustad* <i>*Gossie</i> by Olivier Dunrea “Mary Had a Little Lamb” by Sarah J. Hale</p>	<p>“We Shall Overcome,” an American protest song performed by Pete Seeger “If I Had a Hammer” written and performed by Pete Seeger (song) “We Are the World” written by Michael Jackson and Lionel Ritchie “Imagine” written and performed by John Lennon</p> <p>Resources for Teachers <i>Strategic Writing Conferences: Smart Conversations that Move Young Writers Forward</i> by Carl Anderson <i>I’m in Charge of Celebrations</i> by Bird Baylor</p>
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	

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Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
avid convince copycat differences expert opinion persuade precise pretend reacting reason(s) reflect similarities	book-based pretending close reading just-right words rhythm
Suggestions for Differentiation, Scaffolding, Intervention, Enrichment	
<p data-bbox="175 753 1398 821"> 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 data-bbox="175 858 1419 995"> 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 data-bbox="175 1037 716 1066"> Effective Intervention Strategies for Teachers </p> <ul data-bbox="224 1075 886 1318" 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 data-bbox="175 1358 724 1388"> Meeting Students’ Needs Through Scaffolding </p> <ul data-bbox="224 1396 1409 1780" 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 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 	

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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 TechnologyWriting:

- Use different paper (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 LearnersColorin ColoradoCT 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
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames

Enrichment strategies

P. Wood, 2008. "Reading Instruction with Gifted & Talented Readers."

- Use more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading
- Use of technology and the web

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Interdisciplinary Connections

The CT Social Studies framework theme in kindergarten includes “Me and My Community.” Have students brainstorm a list of problems that need fixing in their classroom, school or larger town community (people not taking care of books in the classroom, running in the hallways, roads that need to be paved and are too bumpy).

The NGSS explore persuasive writing topics like why do we need to stop cutting down rainforest forest and how this impacts animals? Why we need bees?