

Grade K ELA Curriculum

Subject	Language Arts		
Grade/Course	Kindergarten		
Unit of Study	Unit 7: Readers are Resourceful: Tackling Hard Words and Tricky Parts in Books (If/Then p.25)/ Writing Small Moment Stories (Titles are linked to If/Then Lessons)		
Pacing	Mid May-June This content unfolds over 18 reading teaching points and 15 writing teaching points 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.		
Unit CT Core Content Standards			
<u>Reading Foundational Skills</u>			
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.			
Reading <u>Literature and Information</u>	<u>Writing</u>	<u>Speaking /Listening</u>	<u>Language</u>
RI.K.1/RL.K.1 Ask/answer questions about details	W.K.3 Draw/dictate/write to tell a story (narrative)	SL.K.1 Participate in conversation: taking turns, multiple exchanges	L.K.4 Unknown and multiple meaning words
RI.K.4/RL.K.4 Ask/answer questions about unknown words	W.K.8 Recall experiences or gather information	SL.K.2* : Confirm understanding of oral information by ask, answer questions *Standard addressed through read aloud; see read aloud section below	L.K.5 Word relationships/nuances
RI.K.7/RL.K.7 Connect pictures and text/story words		SL.K.3 Ask/answer questions to get help, clarify, get information	L.K.6 Use words/phrases acquired
RI.K.10/RL.K.10 Actively engage in group reading		SL.K.6 Audibly express thoughts, feelings, ideas	

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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How can I be strong when I get to the hard parts in books so that I don't give up? 2. How do writers use words and pictures to express ideas about small moments in their lives? 3. How can writers use what they know about letters sounds to spell words? 	<ol style="list-style-type: none"> 1. To be strong, readers think about the story and about how books sound to figure out tricky words. Readers notice when reading doesn't make sense or sound right and use multiple strategies to fix up reading. Readers also reread books many times to make reading sound better and understand more about books. 2. To write about a small moment writers think about many topics in their lives (going to the beach, going to the carnival), then pick one that they want to express through words and/or pictures in a small moment (building a sandcastle, riding on a rollercoaster). 3. Writers use many strategies to help them re-read their writing to make sure what they want to say matches what they wrote on the paper. Using an alphabet chart, looking at the initial sound, using peer feedback and the Narrative Writing Checklist are all ways to support this work.
Reading Bends	Writing Bends
<p>Bend 1: In this unit, students will be resourceful problem solvers, using all that they can to solve words. This bend aims to extend students' word-solving strategies to include meaning cues and syntax/structure cues.</p> <p>Bend 2: Readers will learn additional strategies for figuring out tricky words while learning to be flexible and transfer strategies from one tricky word to the next and across texts. Students learn that flexible readers don't just try one strategy and give up - they give it their best, making multiple attempts to solve those tricky words.</p> <p>Bend 3: In this bend, students learn that readers in real life reread for many purposes - to solve tricky words, to notice new things in their books, and to smooth out their reading. Independently and in partnerships, students make plans for rereading as they move from book to</p>	<p>Bend 1: In this bend, writers will pick a topic from their life. They will use a combination of words and pictures to write a narrative small moment piece.</p> <p>Bend 2: Writer's focus on using all they know about initial phonemes and using tools, such as an alphabet chart, to do their best work they can to write words.</p> <p>Bend 3: In this bend, writer's work diligently to make sure the words on the page match what they are saying touching the words to check and using spacing between words. Students work in partnerships to using the Narrative Writing Checklist to edit the pieces they are working on.</p>

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book.	
Teaching Points	
Reading	Writing
<p>Bend I:</p> <ol style="list-style-type: none"> 1. Look for signs to go back and fix things up during reading 2. Think about the whole book to figure out tricky words 3. Use what you already know about a topic to figure out tricky words 4. Ask, “What makes sense?” and use the illustrations, what you already know, what the book is mostly about, and what you’ve already read to answer this question 5. Ask, “What sounds right?” and figure out a word’s sound by thinking about the way it sounds when they talk, patterns in the book or how to make it sound like a complete book sentence 6. Reread and use pictures to know the pattern of a book 7. Stop and check if your reading makes sense <p>Bend II:</p> <ol style="list-style-type: none"> 8. Be a flexible problem solver during reading by trying many different strategies 9. Solve tricky words by asking, “Does it make sense?”, “Does it sound like a book?”, “Does it look right?” 10. Make plans for strategies you will try during reading 11. Mark the trickiest words/places in the text and move on 12. Reading partners help each other through the tricky parts (they can use all the anchor charts, ask each other questions, talk about the tricky 	<p>Bend I:</p> <ol style="list-style-type: none"> 1. Seeing yourself as an author writing about important moments in your life 2. Deciding on a topic, envision it and then recording that meaning on the page with drawings that are representational 3. Persevering when it becomes challenging to express your ideas through words or pictures 4. Coming to the end of a piece and asking “Can I add to my words? Can I add to my pictures? Am I ready to start a new piece?” 5. Using both words and pictures in a story to build enjoyment for the reader <p>Bend II:</p> <ol style="list-style-type: none"> 6. Using initial sounds to become more independent writers 7. Writing your words the best you can so you can keep going 8. Using tools such as alphabet charts to help match sounds to letters <p>Bend III:</p> <ol style="list-style-type: none"> 9. Counting out words helps writers remember what they want to say 10. Touching each word helps me to check the words on the page 11. Spacing between words 12. Using appropriate spacing between words and keeping letters in a word close together 13. Practicing our expectations for sharing through working with a partner

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<p>parts, and suggest strategies)</p> <p>Bend III:</p> <ol style="list-style-type: none"> 13. Reread for many reasons and purposes 14. Set a different purpose for each rereading of your book (e.g., to get the tricky words right, to make your voice sound smooth, to look for ideas to share with your reading partner) 15. Reread with a plan (you might use special bookmarks as a tool to plan your reading work) 16. Make plans for partner time to read and talk together, answer questions, and seek help 17. Read together in many different ways to make reading sound great (e.g., read in one voice together, see-saw read, echo read, take turns reading aloud, etc.) 18. Celebration 	<ol style="list-style-type: none"> 14. Using the Narrative Writing Checklist to make suggestions about peer writing 15. Celebration: sharing your writing with family members/reading buddies/administrators
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Word Study Topics

Foundations Unit 5 (Weeks 5-6)*:

- 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: two, up, where, yellow

[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.*

Smarter Balanced Assessment Resources

The following link will provide rubrics, student checklists and Writing Portfolio Guides with anchor sets to use in the

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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: Pre assessment - Teachers may want to consider the following to gather information about where your readers are with their understanding of reading fix up strategies in regards to major work of the unit:</p> <ul style="list-style-type: none"> ● Ask students “How do you know when things aren’t making sense as you read? How do you know when you might need to go back and fix up your reading?” Allow students to turn and talk. ● As you read a short text, demonstrate a number of obvious telltale signs that you need to apply some fix-up strategies. Pause after each mishap, saying, “Thumbs up if you think I should go back to fix up my reading.” <p>Post assessment - Highlight what flexible, resourceful problem solvers your students have grown to become by having children draw pictures of themselves solving difficult words, with a few sentences reflecting on what they now do when reading gets tricky. You might display these reflections on a bulletin board, with a pack of sticky notes and markers available for visitors to add their own pictures and thoughts on how to handle tricky parts in books.</p> <p>Writing: Pre/Post Assessment:</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: For this unit, think about the strategy needs your children have by looking at assessment data and the corresponding analysis to see what they are doing as they read, so you can determine the necessary next steps. Useful assessment data includes:</p> <ul style="list-style-type: none"> ● running records ● spelling assessment data ● high frequency word knowledge ● on-demand writing with a focus on how students handle challenging words ● Observation of small group work ● F&P Continuum of Literacy Question Stems by GRL ● Conferring Notes ● Exit tickets ● Daily reading log sheet <p>Writing: Use writing journal entries to assess students developmental level of letter sound association, evidence of spacing and use of spelling tools.</p>

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<p>Have kindergarteners brainstorm a list of small moments in their tiny lives. Encourage them to pick a topic from this list and “write” a small moment narrative using pictures and/or words to tell the story. Have students do this at the before the unit starts and again once the unit has concluded using the Narrative Writing Rubric*to assess progress.</p> <p>Narrative Writing Checklist*: Grade K Grade K Illustrated Grade K and Grade 1</p>		<ul style="list-style-type: none"> ● Narrative Writing Checklist*: ● Grade K Grade K Illustrated Grade K 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.

Reading	Writing
<p>Readers watch out for signs to go back and fix things up:</p> <ul style="list-style-type: none"> ● Mumbling ● Saying a word that doesn’t make sense ● Saying a word that definitely doesn’t sound right in the sentence 	<p>Tips writers use to spell words the best they can:</p> <ul style="list-style-type: none"> ● Looking at the initial letter sound ● Using spaces between words ● Stretching words out like gum ● Alphabet Chart

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<ul style="list-style-type: none"> ● Saying all sounds-not a word ● Not able to retell <p>How do I figure out what sounds right?</p> <ul style="list-style-type: none"> ● Use the way I talk to think of a word that sounds right ● Find a word that makes the sentence complete ● Use the pattern in the book <p>Questions to Help Your Partner Solve a Tricky Part Reasons to Reread Partners Make Plans Ways to Read Together</p>	
Instructional Moves 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.	
Possible Student Challenges	Teacher Moves
<p>Asking and answering questions about unfamiliar words and phrases in a text</p>	<ol style="list-style-type: none"> 1. Instead of simply telling students the meaning of an unfamiliar word when reading aloud or sharing a text, mark the text with a sticky note and return to it later and help students figure it out. Provide students with sticky notes to mark their own texts when reading in small groups or independently. 2. When working with students in whole-class and small group settings, and when conferring one-on-one, encourage students to acknowledge when they don't know what a word or phrase means. Explain that the best readers readily pause when they don't know a word, admit to themselves they're confused, and work to figure it out. Share words that you yourself find confusing; it's also fine occasionally to pretend you don't know the meaning of a word or phrase to demonstrate this process.
<p>Using context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<ol style="list-style-type: none"> 1. Direct students to monitor their reading, listening for "clicks" and "clunks" as they read. When things are going smoothly and making sense, they hear a friendly click-click-clicking sound, indicating all's well. However, when meaning has broken down, a warning "clunk" signals them to stop and fix what's wrong. Students should ask themselves, "Does this word look right, sound right, and make sense within the context of this

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	<p>sentence or passage?”</p> <ol style="list-style-type: none"> 2. Ensure that students have time to read independently. This allows them to practice the confirming and self-correcting strategies you’ve been demonstrating. Without the time to practice and transfer what you’re showing them, students will not benefit fully from your demonstrations and hard work.
<p>Knowing and applying grade-level phonics and word analysis skills in decoding words</p>	<ol style="list-style-type: none"> 1. Trust that students can, in fact, read unfamiliar words without knowing all the letters. The trick, of course, is that the word is embedded in a meaningful context. When it is, students can use the meaning of the sentence or text as a whole and their knowledge of English syntax to figure out the word. When they have daily opportunities to read just-right texts, they eventually learn the sounds that correspond with different letters and spelling patterns. 2. When using authentic texts to introduce a particular phonics element, teach from the whole to the parts. That is, begin a phonics lesson by appreciating the whole book and then move to the sentence to the word, and then from the word to letter combinations and letters. Doing so is far more effective than introducing and practicing skills with workbooks or worksheets. Just as it’s easier to fill in puzzle pieces after you’ve seen the entire picture on the cover of the box, it’s easier for students to work with letters when they know their place in the meaningful whole.
<p>Having students narrate a single event (or several loosely linked events):</p>	<ol style="list-style-type: none"> 1. Have students sit in a circle and give them opportunities to orally tell about events that really happened in their lives or made-up events. Be aware that it is often difficult for young students, especially kindergarten students, to differentiate between real events and those that are imagined. Also be aware that one student’s true recount of the time he or she broke a leg will likely lead other students to relate similar, but imagined, narratives of their own, so you’ll have to rein it in. 2. Don’t move too quickly from oral storytelling to having students write or draw their stories. Oral storytelling is an essential step for all K–2

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	students, but especially for those in kindergarten and first grade.
Helping students recall information from experiences to write a small moment:	1. Inform students' families about the topic so that they can do their part to build students' knowledge. Suggest some experiences families might initiate that would help students gather more information.
Mentor, Demonstration, Read-aloud, Shared Texts *Included in the Grade K Trade Pack	
Reading	Writing
<p>This unit is designed to highlight foundational skills for beginning readers, especially readers who are reading at or near levels C, D and E.</p> <p>In this unit, students may read a mix of fiction, nonfiction, and other types of leveled text, such as pattern books or rhyming books. As is the case in many units, you'll want to arrange your classroom library with a section containing baskets of books organized by levels, while the rest of the library may be organized into baskets of authors, topics, text types and series. You may want to organize your library into two general parts: informational books and fiction and encourage students to select from both.</p> <p>Because students will be reading a mix of fiction and nonfiction, you will probably want to divide your read-alouds between both.</p>	<p>Demonstration Texts</p> <p><i>A Moment in Time</i> by Jennifer Butenas <i>Fireflies</i> by Julie Brinckloe <i>Knuffle Bunny</i> by Moe Willems <i>Ralph Tells a Story</i> by Abby Hanlon <i>Roller Coaster</i> by Marla Frazee <i>Shortcuts</i> by Donald Cruz</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</p>	

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Word Study Fluency	
Vocabulary	
Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
Envision Flexible Illustration Investigate Mumbling Pattern Perseverance Problem-solver Purpose Retell Topic	Alphabet chart Echo read “Fix up” reading Initial sound See-saw read Small moment Spacing between words Reread Representational picture
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 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 (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 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

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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