

English Language Arts

Curriculum Map Kindergarten



ELA Kindergarten: Year-at-a-Glance		
Month	Units	ELA, ELD Standards
Sept. Oct.	Unit 1 Launching the Year – Open Genre Rituals and Routines, Reading and Language Writing and Language Language (approx. 6 weeks)	RL.1,2,3,10; RI.1,2,10 W.5,8 SL.1,2,3,4,5,6; L.1,4,6 ELD.PI 1,3,5,6,8 ELD.PII 2
Oct. Nov.	Unit 2 Narrative - Reading and Writing Personal or Imagined Narratives Reading and Language Writing and Language Language (approx. 5 weeks)	RL.1,2,3,4,6,7,10 W.3,5,6, 7, 8 SL.1,2,3,4,5,6; L.1,4,6 ELD.PI.1, 3, 5, 6, 8, 10, 12 ELD.P.II.1, 2, 4
END 1 st Trimester		
Dec.	Unit 3 Informative/Explanatory - Reading and Writing How to/Procedural Reading and Language, Writing and Language, Language (approx. 5 weeks)	RI.1,2,3,4,7,8,9,10 W.2,5,7,8 SL.1,2,3,4,5,6; L.1,5,6 ELD.PI.1,2,5,6,7,10 ELD.P.II.1,2,3,5
Jan. Feb.	Unit 4 Informative/Explanatory - Reading and Writing Informational Books/Posters Reading and Language, Writing and Language, Language (approx. 8 weeks)	RI.1,2,3,4,5,6,7,9,10 W.2,5,7,8 SL.1,2,4,3,5,6; L.4,5,6 ELD.P1.1,2,3,5,6,7,9, 10 ELD.PII.1,3,5,6
END 2 nd Trimester		
March	Unit 5 Opinion/Argument - Reading Literature and Writing Book Recommendations Reading and Language, Writing and Language, Language (approx. 5 weeks)	RL.1,3,4,5,6,10 RI.1,3,4,6,7,8,10 W.1,5,7; SL.1,2,5,6; L.1f,4,6 ELD.PI.1,2,3,5,6,7,9,10,11 ELD.PII.1,6
April	Unit 6 Poetry - Reading and Writing Poetry Reading and Language, Writing and Language, Language (approx. 3 weeks)	RL.1,4,10; W.5, 7, 8 SL.1,2,4; L.4,5c,d ELD.PI.1,5,6,7,8,9,10 ELD.PII.1
May	Unit 7 Narrative - Reading and Writing Personal or Imagined Narratives Reading and Language, Writing and Language, Language (approx. 4 weeks)	RL.1,2,3,4,5,9,10 W.1,3,7,8; SL.1,2,4,6; L.1b,f,4,6 ELD.PI.1,2,3,5,6,9,10,11,12 a ELD.PII.1,2,3b,6
June	Unit 8 Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners Reading and Language, Writing and Language, Language (approx. 2 weeks)	W.5,6,7,8 SL.1a-b,2,3,4,5,6; L.6 ELD.PI.1,5,7,9,10,11

Unit 1:
Launching the Year - Open Genre
(Approx. 6 weeks)

Overview:

In this unit, students will build their capacities as independent learners and collaborative group members. Students will establish, learn, and internalize routines to create a safe and productive learning community. This unit will allow students to further explore their identity as a learner in both reading and writing by reflecting on their growth as an independent and collaborative learner.

Over-Arching Essential Question for Unit 1: How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development?

In this unit students will:

- Establish, learn, and internalize classroom routines and procedures
- Explore their identities as a reader, writer, and collaborative group member
- Learn strategies to establish, internalize, and strengthen good habits as a reader, writer, and group member
- Practice Social Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Culminating Task: A genre of student choice writing piece that has gone through the writing process over the course of the launch.

Standards:

Reading Standards for Literature:

Key Ideas and Details

- K1. With prompting and support, ask and answer questions about key details in a text.
- K2. With prompting and support, retell familiar stories, including key details.
- K3. With prompting and support, identify characters, settings, and major events in a story.

Range of Reading and Level of Text Complexity

- K10. Actively engage in group reading activities with purpose and understanding.
 - a. Activate prior knowledge related to the information and events in texts. CA**
 - b. Use illustrations and context to make predictions about text. CA**

Reading Standards for Informational Text:

Key Ideas and Details

- K1. With prompting and support, ask and answer questions about key details in a text.
- K2. With prompting and support, identify the main topic and retell key details of a text.

Range of Reading and Level of Text Complexity

- K10. Actively engage in group reading activities with purpose and understanding.
 - a. Activate prior knowledge related to the information and events in texts. CA**
 - b. Use illustrations and context to make predictions about text. CA**

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Production and Distribution of Writing

K5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research to Build and Present Knowledge

K8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Comprehension and Collaboration

K1. Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

K2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

a. Understand and follow one- and two-step oral directions. CA

K3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

K4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

K5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

K6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

Conventions of Standard English

K1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

f. Produce and expand complete sentences in shared language

Vocabulary Acquisition and Use

K4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown

K6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ELD Standards:

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and Ideas-Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

3. Offering opinions-Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but....*), as well as open responses, in order to gain and/or hold the floor or add information to an idea.

B. Interpretive

5. Listening actively-Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

6. Reading/viewing closely-Describe ideas, phenomena (e.g., *insect metamorphosis*), and text elements (e.g., *major events, characters, setting*) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

8. Analyzing language choices-Distinguish how multiple different words with similar meaning (e.g., *walk, march, strut, prance*) produce shades of meaning and a different effect.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

2. Understanding cohesion - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *first/second/third, once, at the end*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

College Career Ready Descriptors

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Social-Emotional Learning

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Unit 1: Launching the Year - Open Genre	
Rituals and Routines W. 5; SL.1, 2a, 3, 6; ELD.PI 1, 3; SEL Competencies	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How do we develop and strengthen our self-awareness? How do we develop and strengthen our self-management? How can we develop and strengthen our social-awareness? How can we build relationships? How can we become responsible decision-makers? 	<p>Minute by Minute: observation, questions – teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products, student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection, other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What.... Why.....)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Learn and internalize routines to create a safe and productive learning community.	1. Introduce and practice protocols daily to internalize effective use of: <ul style="list-style-type: none"> Time & place for gathering (how to enter/exit). Student access to supplies (e.g., classroom library books, paper, pencils, writing folders, etc.) Student independent work time (location, transition to location, time frame, working with peers, and respectful use of learning supplies).
Resources: “ Launching the Year ” at www.scusd.edu/ela , Co-created Class Agreement Chart , Sample Classroom Library Photo , Class Agreement: "Teacher's Promise to Students" Poster	
2. Develop and follow agreed-upon rules for discussion to make collaboration productive and effective.	2. Introduce and practice discussion protocols for partner, small group, and whole class discussions using a looks like/sounds like/feels like chart. <ul style="list-style-type: none"> Reading & writing partners at gathering place (how to physically turn and talk). Conversation expectations (e.g., eye contact, body language, volume/tone of voice).
Resources: “ Launching the Year ” at www.scusd.edu/ela	

3. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback.	3. Introduce, practice, and chart academic language stems categorized by purpose using student friendly topics, e.g., taking turns, listening vs. speaking, repeating for clarification, ways to agree/disagree , building on responses, etc.
Resources: " Launching the Year " at www.scusd.edu/ela	
4. Come to discussions prepared to make collaboration productive.	4. Set and define clear expectations for "being prepared" and provide opportunities for practice, e.g., coming to work area with supplies, establishing systems for absent partnerships.
Resources: " Launching the Year " at www.scusd.edu/ela	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 1: Launching the Year – Open Genre	
Reading and Language RL.1, 2, 3, 10; RI.1, 2, 10; SL.1, 2, 3, 6; L.1d, f, 4, 6; ELD.PI 1, 3, 5, 6, 8; ELD.PII 2	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How do we develop and strengthen our reading skills? How do we help each other develop and strengthen our reading skills? 	<p>Minute by Minute: observation, questions - teachers and students, student discussion, written work, etc.</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products, student self-reflection</p> <p>End-of-Unit: student work artifact, (e.g. portfolio, writing project, oral presentation), use of rubric, student self-reflection, other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Note- Independent reading stamina will increase over time. Include teacher read alouds where students can practice discussion protocols introduced during rituals and routines, etc.	Note- Build reading stamina daily with co-created bar graphs, a timer, and a time for reflection daily on what works and doesn't to build stamina.
On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning: <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling 	On-going use of Six Basic Reading Comprehension Strategies: Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.
On-going vocabulary instruction: Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

1. Describe what reading time looks and sounds like to understand their responsibility in it.	1. Introduce- What will reading time look like in our classroom?
<i>Resources:</i> " Launching the Year " at www.scusd.edu/ela ,	
2. Develop the habit of reading daily to become life-long readers.	2. Show the class your library books and other reading resources (e.g., magazines, newspapers, etc.) Co-create a chart- What do great readers read? Why do great readers read?
<i>Resources:</i> " Launching the Year " at www.scusd.edu/ela : http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity	
3. Build stamina to sustain independent reading.	3. Track progress of stamina on a bar graph during independent reading time (reflect on why class made gains or losses).
<i>Resources:</i> " Launching the Year " at www.scusd.edu/ela	
4. Ask and answer detailed questions to demonstrate active listening of read alouds.	4. Co-create a chart and model- How do we listen to read alouds.
<i>Resources:</i> " Launching the Year " at www.scusd.edu/ela	
5. Read daily to build strong reading habits.	5. Introduce that readers read in the same location - Where do great readers read?
<i>Resources:</i> " Launching the Year " at www.scusd.edu/ela	
6. Use self-assessment and self-management toward managing their independent reading time.	6. Co-create a chart with icons of: <ul style="list-style-type: none"> – How do great readers take care of books? – How do I get books? – Where do I get books for my reading box/bag/bucket?
<i>Resources:</i> " Launching the Year " at www.scusd.edu/ela , " How to Care for Books " Chart,	
7. Learn and internalize reading habits to manage independent reading time.	7. Co-create a " Reading Looks Like/Sounds Like " Chart of what it looks like to READ the whole time.
<i>Resources:</i> " Launching the Year " at www.scusd.edu/ela	
8. Understand that readers read for different purposes under a variety of conditions and circumstances to build good reading habits (e.g. for fun, with a partner, small group).	8. Brainstorm a list of possible reading conditions and purpose (e.g., cereal boxes for nutritional value, street signs for directions).
<i>Resources:</i> " Launching the Year " at www.scusd.edu/ela	

9. Read, listen, and talk with partners about one text to build comprehension and learn from others.	9. Model how partners think about a book and its pictures while they are reading and can share what they are thinking. Co-create a chart with discussion frames of how partners can read listen and discuss. Use fish bowl, students engaged in partner reading and share what they notice about how the partners are reading.
Resources: " Launching the Year " at www.scusd.edu/ela , " How to Read With Your Partner " Chart, " Reading is Thinking " Chart,	
10. Write or draw a reflection to demonstrate understanding of their responsibilities during reading time.	10. Create a personal written/visual of "I am a good reader, this is what I look like".
Resources: " Launching the Year " at www.scusd.edu/ela	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 1: Launching the Year - Open Genre	
Writing and Language W.5, 8; SL.1, 2a, 3, 4, 5, 6; L.1; ELD.PI 1, 5; ELD.PII 2	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How do we develop and strengthen our writing skills and writing lives? How do we help each other develop and strengthen our writing skills and writing lives? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products, student self-reflection</p> <p>End-of-Unit: student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection, other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Learn and understand the structure and routines of a writing time to become part of the writing community.	1. Introduce writing time with a visual - "What is Writing Time?"
Resources: " Launching the Year " at www.scusd.edu/ela	
2. Establish the use of a writing pocket folder to hold and organize writing and reflect on work in progress.	2. Model using a folder every day. Mark one side finished and one unfinished. Model how to put papers in and take papers out and revisit the same writing piece the next day.
Resources: " Launching the Year " at www.scusd.edu/ela	
3. See themselves as authors to develop their writing identity.	3. Co-create a chart - "What do Writer's Write?"
Resources: " Launching the Year " at www.scusd.edu/ela	
4. Learn how to choose a topic to write about to become independent writers.	4. Create a class " Heart Map " to generate writing ideas- "What Can I Write About?"
Resources: " Launching the Year " at www.scusd.edu/ela	
5. Write and draw the best they can to practice telling stories.	5. Model and Co-create a chart of "How Can I Think and Draw like a Writer?"
Resources: " Launching the Year " at www.scusd.edu/ela	

6. Learn how to use writing supplies appropriately to gain independence.	6. Display materials for writing workshop- Model “How do I take care of my writing? Use my writing folder.”
<i>Resources:</i> “ Launching the Year ” at www.scusd.edu/ela	
7. Learn how to use illustrations to tell a story.	7. Model telling a story by drawing and telling, drawing and telling, drawing and telling. Allow students time to try and practice drawing to tell stories.
<i>Resources:</i> “ Launching the Year ” at www.scusd.edu/ela , Illustration Detail Chart , Illustration Rubric Chart	
8. Learn how to use resources in the classroom to assist writing.	8. Introduce and model daily how writers use resources when writing (word wall , anchor charts, word lists, etc.)
<i>Resources:</i> “ Launching the Year ” at www.scusd.edu/ela	
9. Write and/or draw daily with purpose and understanding to build strong writing habits.	9. Model how writers visualize their stories to tell and write them.
<i>Resources:</i> “ Launching the Year ” at www.scusd.edu/ela	
10. Engage in writing for increasingly longer stretches of time to sustain their work and remain productive.	10. Bring in a bag of special items and model how to come up with writing ideas to write a lot about.
<i>Resources:</i> “ Launching the Year ” at www.scusd.edu/ela	
11. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits.	11. Co-create a chart of how and why “Writer’s Confer with the Teacher”.
<i>Resources:</i> “ Launching the Year ” at www.scusd.edu/ela	
12. Understand a writer’s work is never done to maintain stamina.	12. Co-create a chart of “Great Writers Are Never Done”- what to do when you think you are done .
<i>Resources:</i> “ Launching the Year ” at www.scusd.edu/ela	
13. Read, listen, and talk with peers/ partners about their writing to strengthen writing ideas and learn from others.	13. Model choosing a story and sharing it with a partner to get feedback. Allow students to practice sharing one of their own stories with a partner.
<i>Resources:</i> “ Launching the Year ” at www.scusd.edu/ela	
14. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification.	14. Introduce the author’s chair.
<i>Resources:</i> “ Launching the Year ” at www.scusd.edu/ela	
15. Reflect on their own learning process to articulate their learning and set goals to develop their identities as writers.	15. Create a class “Dear Reader” letter that reflects on what was learned and sets a goal(s).
<i>Resources:</i> “ Launching the Year ” at www.scusd.edu/ela	

Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<u>UDL Differentiation Strategies and Resources</u> <u>GATE Differentiation Strategies and Resources</u>

Unit 1: Launching the Year- Open Genre	
Language L.2g, 3a, 4a, d	
Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products, student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection, other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to...	Strategies for Teaching and Learning One way to do this work is to...
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 2:
Narrative - Reading and Writing Personal or Imagined Narratives
(Approx. 5 weeks)

Overview:

In this unit, students will use illustrations to understand key elements of a story. They will learn to tell engaging and detailed narratives to match a photo or illustration. They will create and share original narratives.

Over-Arching Essential Question for Unit 2: What is a story?

In this unit students will:

- Engage in multiple close readings of text, using details from the text as evidence of their thinking
- Identify characters, settings, and major events in a text
- Explore the relationship between illustrations and the story being told
- Tell engaging and detailed narratives to match a photograph or illustrations
- Create and share original narratives through illustration

Describe Culminating Task: Students will write a personal narrative or imagined story.

Standards

Reading Standards for Literature:

Key Ideas and Details

- K1. With prompting and support, ask and answer questions about key details in a text.
- K2. With prompting and support, retell familiar stories, including key details.
- K3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- K4. Ask and answer questions about unknown words in a text.
- K6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- K7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Range of Reading and Level of Text Complexity

- K10. Actively engage in group reading activities with purpose and understanding.
 - a. Activate prior knowledge related to the information and events in texts. CA**
 - b. Use illustrations and context to make predictions about text. CA**

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Text Types and Purposes

K3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

K5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

K7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

K8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Comprehension and Collaboration

K1. Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

K2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

a. Understand and follow one- and two-step oral directions. CA

K3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

K4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

K5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

K6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

Conventions of Standard English

K1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Produce and expand complete sentences in shared language

Vocabulary Acquisition and Use

K4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

K6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ELD Standards:

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and Ideas-Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

3. Offering opinions-Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but....*), as well as open responses, in order to gain and/or hold the floor or add information to an idea.

B. Interpretive

5. Listening actively-Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

6. Reading/viewing closely-Describe ideas, phenomena (e.g., *insect metamorphosis*), and text elements (e.g., *major events, characters, setting*) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

8. Analyzing language choices-Distinguish how multiple different words with similar meaning (e.g., *walk, march, strut, prance*) produce shades of meaning and a different effect.

C. Productive

10. Composing/Writing- Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of a text), with peers, and independently using appropriate text organization.

12. Selecting Language Resources-

a. Retell text and recount experiences using increasingly detailed complete sentences and key words.

b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word *suddenly* to signal a change) or to create shades of meaning (e.g., the cat's fur was as *white* as *snow*) while speaking and composing.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure - Apply understanding of how different text types are organized predictable (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

2. Understanding cohesion - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *first/second/third, once, at the end*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

B. Expanding and Enriching Ideas

4. Using nouns and noun phrases - Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and independently.

College and Career Descriptors: <ul style="list-style-type: none"> • Demonstrate independence • Build strong content knowledge • Respond to the varying demands of audience, task, purpose, and discipline • Comprehend as well as critique • Value evidence • Use technology and digital media strategically and capably • Come to understand other perspectives and cultures 	Social-Emotional Learning <u>SEL Competencies:</u> <ul style="list-style-type: none"> • Self-Management • Self-Awareness • Responsible Decision Making • Relationship Skills • Social Awareness
--	---

Unit 2: Narrative - Reading and Writing Personal or Imagined Narratives	
Reading and Language RL.1, 2, 3, 4, 6, 7, 10; SL.1, 2, 3, 6; L.4, 6; ELD.PI.1, 3, 5, 6, 8, 10; ELD.PII.1, 2, 4	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> What do readers gain from reading narratives? What are the characteristics of narratives? How are narratives structured and crafted? Why? How should we read them as a result? What language features are used in narratives? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What.... why.....)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to the genre's language features.	Teacher read aloud, and student independent reading of multiple examples of the genre.
On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning: <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling 	On-going use of Six Basic Reading Comprehension Strategies: Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.
On-going vocabulary instruction: Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

1. Read pictures to aide comprehension of stories.	1. Use a “Telling Stories from Pictures” chart and Revisit the “Telling Stories from Pictures” chart.
<i>Resources:</i> Core Ready Reading L1, L2, JTM Appendix 1: "Core Message to Students" , JTM Appendix 2: "Sample Photo 1: Beach Time" , JTM Homework: Reading Lesson 1 "Finding the Story"	
2. Notice unknown words in a text and ask and answer questions about the unknown words to grow vocabulary and make meaning of the story.	2. In a whole-class read aloud, signal unknown words with a hand signal.
3. Identify the setting in a story to improve comprehension.	3. Revisit the “Telling Stories from Pictures” chart.
<i>Resources:</i> Core Ready Reading L3, JTM Appendix 2: “Sample Photo 1: Beach Time” and “Sample Photo 2: Swinging High”	
4. Identify important events to improve comprehension.	4. Use partner talk protocols to answer questions about important events in a story.
<i>Resources:</i> Core Ready Reading L4, JTM Appendix 2: "Sample Photo 3: Jump!" , JTM Homework: Reading Lesson 4 "The Stories We Capture"	
5. Infer character emotions to improve meaning making.	5. Revisit the “Telling Stories from Pictures” chart.
<i>Resources:</i> Core Ready Reading: L5, JTM Appendix 2: “Sample Photo 4: Hold On!” and “Sample Photo 2: Swinging High” , JTM Appendix 3: “Sample Story: A Girl Swinging”	
6. Pay attention to character, setting, problem, and solution to improve meaning making.	6. Use a “Tell Me a Story” graphic organizer.
<i>Resources:</i> Core Ready Reading: L6, JTM Appendix 6: "Tell Me a Story Graphic Organizer" JTM Appendix 2: "Sample Photo 5: Birthday Wishes" JTM Appendix 11: "Milestone Performance Formative Assessment - "Story Elements in Photos and Illustrations"	
7. Determine the mood of the story to improve comprehension.	7. Use partner talk protocols to answer questions about the mood of a story.
<i>Resources:</i> Core Ready Reading: L7	
8. Think about how the pictures and words go together to improve comprehension.	8. Match text and illustration with partners.
<i>Resources:</i> Core Ready Reading: L8, JTM Appendix 4: "Photo Matching" JTM Appendix 5: "Text Matching" , JTM Appendix 11: "Milestone Performance Formative Assessment - "Connecting Text to Visuals"	
9. Use illustrations and photographs to tell stories to share with the world.	9. Use an “Outstanding Audience Members” chart.
<i>Resources:</i> Core Ready Reading: L9, JTM Appendix 11: "Milestone Performance Formative Assessment - "Storytelling From Pictures"	
10. Reflect on what they’ve learned about stories to further their learning.	10. Use a “Core Thinking Sheet” graphic organizer.
<i>Resources:</i> Core Ready Reading: L10, JTM Appendix 7: "Core Thinking Sheet"	

Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 2: Narrative - Reading and Writing Personal or Imagined Narratives	
Writing and Language RL.7; W.3, 5, 6; SL.1, 2a, 4, 5, 6; L.1b, 6	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How do personal narrative writers structure and craft their pieces? Why? How do personal narrative writers use language features? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Writer's Notebooks</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Get inspiration for their illustrations from real life and their imagination to help collect ideas for their writing.	1. Use "Pictures That Tell A Story" graphic organizer. Have students work in partners to get ideas for writing.
<i>Resources:</i> Core Ready Writing Lesson 1 (e.g. <i>Good Dog, Carl, Parade, Red Sled, Snow, Where's Walrus</i>), JTM Appendix 8: "Pictures That Tell a Story Graphic Organizer"	
2. Revise stories by adding carefully thought out details to help tell a more interesting story.	2. Use "When I draw a Picture I Need to..." chart.
<i>Resources:</i> Core Ready Writing Lesson 2 (e.g. <i>Snow</i>) JTM Homework: Writing Lesson 2 "Drawing Stories" JTM Appendix 11: "Milestone Performance Formative Assessment - "Creating Detailed Illustrations"	
3. Think about specific details to make indoor and outdoor settings more realistic.	3. Revisit "When I draw a Picture I Need to..." chart from writing lesson 2.
<i>Resources:</i> Core Ready Writing Lesson 3 (e.g. <i>Good Dog, Carl, Pancakes for Breakfast</i>)	
4. Use adjectives to enrich oral descriptions of characters and settings (e.g., warm sunny day).	4. Co-create a chart of "Awesome Adjectives" based on mentor text.
<i>Resources:</i> ELD.PII.4	

5. Include action and details when drawing characters to create a dynamic illustration that tells a story.	5. Co-create a simple chart of character actions.
<i>Resources:</i> Core Ready Writing Lesson 4 (e.g. <i>Where's Walrus?</i>)	
6. Add facial expressions to their characters to enhance their story.	6. Co-create a chart of emotion words/ faces.
<i>Resources:</i> Core Ready Writing Lesson 5 (e.g. <i>Chalk, Red Sled</i>) JTM Homework: Writing Lesson 5 "Finding Illustrator Mentors"	
7. Tell stories across multiple pages to show that there is a beginning, middle, and end.	7. Use a "Story Boxes" graphic organizer.
<i>Resources:</i> Core Ready Writing Lesson 6 (e.g. <i>Pancakes for Breakfast</i>), JTM Appendix 9: "Story Boxes: Just Pictures (Version A)" JTM Appendix 10: "Story Boxes: With Writing (Version B)" JTM Appendix 11: "Milestone Performance Formative Assessment - "Telling Stories Across Illustrations"	
8. Orally link events sequentially using a variety of connecting words/phrases (e.g., <i>yesterday, next, once, then, at the end</i>).	8. Co-create a chart of connecting words/phrases based on mentor text.
<i>Resources:</i> ELD.PII.2 pg. 7	
9. Use color to convey mood.	9. Revisit chart of emotion words/faces. Have students revise in partnerships.
<i>Resources:</i> Core Ready Writing Lesson 7	
10. Experiment with a variety of media (including digital media) to inspire creativity and excitement.	10. Set up distinct centers to create illustrations.
<i>Resources:</i> Core Ready Writing Lesson 8 (e.g. <i>Snow, Uptown, The Very Hungry Caterpillar</i>)	
11. Design dynamic covers for their work to give a clue to the reader about what is important in their writing.	11. Co-create a "What Goes on the Cover?" chart.
<i>Resources:</i> Core Ready Writing Lesson 9 (e.g. <i>Pancakes for Breakfast</i>), JTM Appendix 4: "Photo Matching" JTM Homework: Writing Lesson 9 "Practice Storytelling"	
12. Illustrate to share their work.	12. Co-create a "Choosing My Best Work" chart.
<i>Resources:</i> Core Ready Writing Lesson 10, JTM Appendix 11: "Milestone Performance Formative Assessment - "Composing Detailed Illustrations"	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework Speaking & Listening Performance Checklist	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 2: Narrative - Reading and Writing Personal or Imagined Narratives	
Language L.1, 2, 3, 4, 6	
Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to...	Strategies for Teaching and Learning One way to do this work is to...
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 3:
Informative/Explanatory - Reading and Writing How-to/Procedural
(Approx. 5 weeks)

Overview:

In this unit, students will engage in multiple reads of how to texts focusing on the elements. They will learn to follow instructions outlined in a how to text. They will create and share original how to texts.

Over-Arching Essential Question for Unit 3: What is a How-to?

In this unit students will:

- Closely read multiple examples of How-to texts, while asking and answering questions for comprehension
- Identify the elements of a How-to text (e.g., title, sequence of steps, illustrations, etc.)
- Collaborate with peers to jointly construct How-to text
- Explore the relationship between illustrations and the steps described
- Add graphics to support the oral presentation of their how to text

Culminating Task: Students will produce a (at least) 4 step procedural/How-to piece.

Standards

Reading Standards for Informational Text:

Key Ideas and Details

- K1. With prompting and support, ask and answer questions about key details in a text.
- K2. With prompting and support, identify the main topic and retell key details of a text.
- K3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- K4. With prompting and support, ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas

- K7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- K8. With prompting and support, identify the reasons an author gives to support points in a text.
- K9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- K10. Actively engage in group reading activities with purpose and understanding.
 - a. Activate prior knowledge related to the information and events in texts. CA**
 - b. Use illustrations and context to make predictions about text. CA**

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Text Types and Purposes

K2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Production and Distribution of Writing

K5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research to Build and Present Knowledge

K7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

K8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Comprehension and Collaboration

K1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

K2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

a. Understand and follow one- and two-step oral directions. CA

K3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

K4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

K5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

K6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

Conventions of Standard English

K1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Use frequently occurring nouns and verbs.
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language

Vocabulary Acquisition and Use

K4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown

K5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

K6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ELD Standards:

Part I: Interacting in Meaningful Ways

A. Collaborative

- 1. *Exchanging information and Ideas***-Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- 2. *Interacting via written English*** – Collaborate with the teachers and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate, for publishing, graphics, and the like.

B. Interpretive

- 5. *Listening actively***-Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- 6. *Reading/viewing closely***-Describe ideas, phenomena (e.g., *insect metamorphosis*), and text elements (e.g., *major events, characters, setting*) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- 7. *Evaluating language choices*** – Describe the language an author uses to present and support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.

C. Productive

- 10. *Composing/Writing***- Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of a text), with peers, and independently using appropriate text organization.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

- 1. *Understanding text structure*** – Apply understanding of how different text types are organized predictable (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.
- 2. *Understanding cohesion*** - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *first/second/third, once, at the end*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases –

b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.

5. Modifying to add details – Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.

College and Career Descriptors

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Social-Emotional Learning

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Unit 3: Informative/Explanatory – Reading and Writing How-to/Procedural	
Reading and Language RI.1, 2, 3, 4, 7, 8, 9, 10; W.8; SL.1, 2, 3, 6; L.1f, 4, 5c, 6; ELD.PI.1, 2, 5, 6; ELD.PII.1, 2	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> What do readers gain from reading How-to/procedural texts? What are the characteristics of How-to/procedural writing? How are How-to/procedural texts structured and crafted? Why? How should we read them as a result? What language features are used in How-to/procedural texts? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What.... why.....)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to the genre’s language features.	Teacher read aloud, and student independent reading of multiple examples of the genre.
On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning: <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling 	On-going use of Six Basic Reading Comprehension Strategies: Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.
On-going vocabulary instruction: Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

1. Name and define the features of How-tos to understand the genre.	1. Read aloud a variety of How-tos and engage in inquiry around the features of the genre. Co-create a chart that lists and defines the features of How-tos.
<i>Resources:</i>	
2. Read How-tos and ask and answer questions about the text in order to better understand the text.	2. Engage in interactive read-alouds of How-to texts. Provide language frames/sentence stems for talking about text.
<i>Resources:</i>	
3. Use text features to understand the purpose of a specific how to/procedural text.	3. Model how to read and discuss what the author is trying to teach the reader. In partners, students try with a different example. Revisit language frames for talking about text (from strategy 2).
<i>Resources:</i>	
4. With prompting, use pictures to answer questions about unknown words in a text.	4. Begin to co-create chart of strategies to help with clarifying unknown words and phrases.
<i>Resources:</i>	
5. Identify and explain the relationship between two or more steps in a How-to text to understand sequencing.	5. Discuss why the author chose to include certain steps, but not others.
<i>Resources:</i>	
6. Use connecting words or cardinal numbers (e.g., 1, 2, 3) to understand how ideas are linked sequentially. (Integrated ELD)	6. Model identifying steps in a process and discuss ways to show sequencing.
<i>Resources:</i> ELD.PII.2	
7. Interpret visuals to help support understanding of the text.	7. Read and discuss with a partner how visuals help to better understand the text.
<i>Resources:</i>	
8. Compare and contrast two How-to texts on the same topic to consider different ways procedures may be presented.	8. Use a class Venn diagram to compare and contrast two texts.
<i>Resources:</i>	
9. Reflect on their learning about How-to texts in order to grow their understanding of the genre.	9. Discuss essential questions with a partner or in small groups and write a shared class reflection paragraph.
<i>Resources:</i>	

Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 3: Informative/Explanatory - Writing How-to/Procedural	
Writing and Language	
R.I.1, 10; W.2, 5, 7, 8; SL.1, 3, 4, 5, 6; L.1b,e,f, 5c, 6; ELD.PI.1, 2, 5, 7, 10; ELD.P.II.1, 2, 3b, 5	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How do writers of How-to texts structure and craft their pieces? Why? How do writers of How-to texts use language features? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Writer's Notebooks</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Notice and deconstruct how How-to writers craft how-to/procedural writing.	1. Provide a variety of How-to text and record what students notice on a co-created noticing chart (e.g. Title, Numbers, Pictures/illustrations, Sequential steps to follow).
<i>Resources:</i>	
2. Determine what they're experts in so they can teach their reader.	2. Co-create a class expert chart and have students create their own.
<i>Resources:</i>	
3. Participate in a shared writing experience in order to internalize the process of writing their own How-to.	3. Guide students through a shared writing experience of a How-to piece. Reflect on the process. Repeat multiple days on different topics.
<i>Resources:</i>	
4. Use imperative voice to give instructions (e.g., Take the lid off the jar). (Integrated ELD)	4. Notice in mentor text. Discuss purpose.
<i>Resources:</i> ELD.PII.3	
5. Visualize a logical sequence of steps.	5. Use story board paper to sketch out the logical sequence of a process.
<i>Resources:</i>	

6. Write directions to explain steps in a process.	6. Use story boards to write out steps next to the illustrations.
<i>Resources:</i>	
7. Use connecting words or cardinal numbers (e.g., 1, 2, 3) to link ideas sequentially. (Integrated ELD)	7. Revisit mentor text and create a list of transition words or cardinal numbers that students can use in their writing.
<i>Resources:</i> ELD.PII.2	
8. Evaluate a sequence of steps to make sure they can be followed and make sense.	8. Have students partner up and act out steps to make sure they're clear to the reader.
<i>Resources:</i>	
9. Provide additional and important information in the form a tip to enhance the How-to text for the reader.	9. Reread their writing to see what they need to warn the reader about.
<i>Resources:</i>	
10. Use prepositional phrases to add specificity (e.g., Place the seeds <i>in the dirt</i> .) (Integrated ELD)	10. Notice use of prepositional phrases in mentor text/teacher model. Students read with a partner and add detail where needed to provide clarity.
<i>Resources:</i> ELD.PII.5	
11. Revise their work with peers to make the piece clearer for the reader.	11. Co-create and use a revision checklist.
<i>Resources:</i>	
12. Edit their work with peers to help the reader understand the information on the page.	12. Co-create and use an editing checklist.
<i>Resources:</i>	
13. Share their discoveries and reflect on their learning of reading and writing How-to text so they can understand how much they've grown as a reader and writer of How-to text.	13. Write a class "Dear Reader Letter."
<i>Resources:</i>	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 3: Informative/Explanatory - Writing How-to/Procedural	
Language	
Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to...	Strategies for Teaching and Learning One way to do this work is to...
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 4
Informative/Explanatory - Reading and Writing Informational Books/Posters
(Approx. 8 weeks)

Overview:

In this unit, students will develop their understanding of the purpose and structure of informational texts, including the relationship between topic and detail and the text features that support the reader. Through reading and examining examples of informational texts, students will also understand the differences between stories and informational text.

Over-Arching Essential Question for Unit 3: What is informational text?

In this unit students will:

- Articulate the differences between informational texts and stories
- Use the words and pictures to acquire information from informational texts
- Understand the structure of topic and related details
- Choose topics of interest and research to learn more
- Sort and categorize words and images
- Collaboratively create a group informational poster

Culminating Task: Students will create an informational poster or book.

Standards

Reading Standards for Informational Text:

Key Ideas and Details

- K1. With prompting and support, ask and answer questions about key details in a text.
- K2. With prompting and support, identify the main topic and retell key details of a text.
- K3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- K4. With prompting and support, ask and answer questions about unknown words in a text.
- K5. Identify the front cover, back cover, and title page of a book.
- K6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

- K7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- K9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- K10. Actively engage in group reading activities with purpose and understanding.
 - a. Activate prior knowledge related to the information and events in texts.CA**
 - b. Use illustrations and context to make predictions about text. CA**

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Text Types and Purposes

K2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Production and Distribution of Writing

K5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research to Build and Present Knowledge

K7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

K8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Comprehension and Collaboration

K1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

K2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

a. Understand and follow one- and two-step oral directions. CA

K3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

K4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

K5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

K6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

Conventions of Standard English

K1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs.

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

f. Produce and expand complete sentences in shared language

K2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Vocabulary Acquisition and Use

K4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown

K5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

K6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ELD Standards:

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and Ideas-Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

2. Interacting via written English – Collaborate with the teachers and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate, for publishing, graphics, and the like.

3. Offering opinions-Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but....*), as well as open responses, in order to gain and/or hold the floor or add information to an idea.

B. Interpretive

5. Listening actively-Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

6. Reading/viewing closely-Describe ideas, phenomena (e.g., *insect metamorphosis*), and text elements (e.g., *major events, characters, setting*) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

7. Evaluating language choices – Describe the language an author uses to present and support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.

C. Productive

9. Presenting – Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).

10. Composing/Writing- Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of a text), with peers, and independently using appropriate text organization.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure – Apply understanding of how different text types are organized predictable (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases –

a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.

b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.

5. Modifying to add details – Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.

C. Connecting and Condensing Ideas

6. Connecting ideas – Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., *The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich*) in shared language activities guided by the teacher and independently.

College and Career Descriptors

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Social-Emotional Learning

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Unit 4: Informative/Explanatory – Reading Informational Books and/or Informational Posters	
Reading and Language RI.1, 2, 3, 4, 5, 6, 7, 9, 10; W.8; SL.1, 2, 3, 5, 6; L.4, 5a, 6; ELD.P1.1, 2, 3, 5, 6, 7, 10; ELD.PI.1	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> What do readers gain from reading informational text? What are the characteristics of informational text? How are informational texts structured and crafted? Why? How should we read them as a result? What language features are used in informational text? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What.... why.....)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to the genre’s language features.	Teacher read aloud, and student independent reading of multiple examples of the genre.
On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning: <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling 	On-going use of Six Basic Reading Comprehension Strategies: Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.
On-going vocabulary instruction: Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

1. Choose books on topics that interest them to grow their identities as readers.	1. Have students preview informational text with a partner and discuss what they'd like to learn about. Co-create a "Topics We Love to Learn About" chart.
<i>Resources:</i> Core Ready Reading Lesson 1, Various informational books (e.g., <i>A Day in the Life of a Police Officer</i> , <i>Fantastic Frogs</i> , <i>Clouds</i>), RTK Appendix 1: "Core Message to Students" , RTK Homework: Reading Lesson 1 "Seeing the Bigger Picture"	
2. Use text features to identify topics and details.	2. Create a "Parts of a Book" diagram with labels. Guide students to use the front cover/back cover/title page to predict what the book may be about with their reading partner.
<i>Resources:</i> Core Ready Reading Lesson 2, Two informational books, (e.g., <i>Truck</i> and <i>I Read Signs</i>)	
3. Compare informational texts to stories to help students understand the difference in the genres.	3. Use the "Informational Text / Story" chart (for teacher reference). Provide a variety of storybooks and Informational books for groups of students to sort.
<i>Resources:</i> Core Ready Reading Lesson 3, <i>Spinning Spiders</i> , <i>Diary of a Spider</i> , <i>Bats</i> , <i>Stellaluna</i> , <i>A Children's Zoo</i> , <i>If I Ran the Zoo</i> , <i>Bears</i> , <i>Little Bear</i> , <i>Spiders</i> , <i>The Very Busy Spider</i> , RTK Appendix 2: "Max Goes to Guide Dog School" , RTK Appendix 3: "Seeing Eye Dogs" , Appendix 12: "Milestone Performance Formative Assessment - Categorizing Books"	
4. Distinguish between the author and illustrator of a book to understand their roles.	4. Have students use the "Thanks to the Author/Thanks to the Illustrator Graphic Organizer" to show what they have learned from the words and the pictures.
<i>Resources:</i> Core Ready Reading Lesson 4, "Thanks to the Author/Thanks to the Illustrator" Graphic Organizer , Appendix 12: Milestone Performance Formative Assessment - "Understanding Words and Illustrations"	
5. Carefully examine pictures and photographs to better understand a topic.	5. Use close reading and partner talk protocols to discuss what information is learned from the pictures and photographs.
<i>Resources:</i> Core Ready Reading Lesson 5, <i>Bread, Bread, Bread</i>	
6. Identify a main topic and find related details in a text to better understand how information can be grouped.	6. Model identifying main topic and how like items are grouped together in informational text. Engage class to try skill collaboratively. Students use strategy independently with teacher provided texts.
<i>Resources:</i> Core Ready Reading Lesson 6, <i>Of Colors and Things</i> , <i>What Do You Do with a Tail Like This?</i> , Appendix 12: "Milestone Performance Formative Assessment - Identifying Topic and Details"	
7. Use captions to gain information.	7. Use the "Duck Diagram" to introduce, then have students try reading captions in their books.
<i>Resources:</i> Core Ready Reading Lesson 7, <i>Farm Animals</i> , RTK Appendix 11: "Duck" Diagram	

8. Notice new words and use strategies to help determine their meanings.	8. Begin a chart for vocabulary strategies. Include reading the pictures closely and asking a friend.
<i>Resources:</i> Core Ready Reading Lesson 8, <i>How a Seed Grows</i> , <i>A Gardener's Alphabet</i> , RTK Homework: Reading Lesson 8 "Word Detectives" ,	
9. Compare two informational books on the same topic to practice sharing ideas with others.	9. Co-create a "Ways to Talk About Two Books" chart with sentence stems to support partner conversations. Have students work with a partner who has read the same books.
<i>Resources:</i> Core Ready Reading Lesson 9, informational book baskets	
10. Articulate what they have learned about informational text as a way to celebrate their learning.	10. Co-create a list of things students have learned about reading informational text. Have each partnership jointly construct a page for a class big book titled "All About Reading for Information?"
<i>Resources:</i> Core Ready Reading Lesson 10	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 4: Informative/Explanatory - Writing Informational Books and/or Informational Posters	
Writing and Language	
RI.1, 7, 10; W.2, 5, 7, 8; SL.1, 2, 3, 4, 5, 6; L.1b,d,f, 2, 6; ELD.PI.1, 2, 3, 5, 6, 7, 9, 10; ELD.PII.1, 3, 5, 6	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How do writers of informational books and/or posters gather information? How do writers of informational books and/or posters structure and craft their texts? Why? How do writers of informational books and/or posters use language features? Why? 	<p>Minute by Minute: observation, questions – teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Writer's Notebooks</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Ask questions about topics of interest to help them find a research topic.	1. Use the “We Know/ We Wonder” template to co-create a class chart before having students use the template independently.
<i>Resources:</i> Core Ready Writing Lesson 1, RTK Appendix 5: “I Know/I Wonder” Template , RTK Homework: Writing Lesson 1 “Curiosity and the Cat”	
2. Read, view, and talk to learn more about a topic.	2. Set up research stations so students can record what they are learning from different types of sources (e.g., books, videos, talk to an expert). Use the “I Learned Template” to record their findings.
<i>Resources:</i> Core Ready Writing Lesson 2, RTK Appendix 6: “I Learned” Template , <i>Why Do Dogs Bark?</i> , teacher chosen videos	
3. Use relational verbs (e.g., <i>to be</i> , <i>to have</i>) to supply information (e.g., <i>Oceans are salty. Spiders have eight legs.</i>). (Integrated ELD)	3. Notice use of <i>to be</i> and <i>to have</i> in mentor texts. Co-create language frames to support students using <i>is</i> , <i>are</i> , <i>has</i> , and <i>have</i> in writing facts.
<i>Resources:</i> ELD.PII.3	
4. Find and write down facts about their topics to record their research.	4. Define the word <i>fact</i> . Have students revisit their sources and choose 3 facts to record on the “Fun Fact Cut-Outs” template.
<i>Resources:</i> Core Ready Writing Lesson 3, RTK Appendix 7: “Fun Facts Cut-Outs” , RTK Homework: Writing Lesson 3 “Facts from Fiction” , RTK Appendix 12: “Milestone Performance Formative Assessment - “Gathering Facts on a Topic”	

5. Use fonts creatively to grab the reader's attention.	5. Notice attention-grabbing fonts used in mentor texts. Record ideas on a "Fun Fonts Ideas" chart. Have students incorporate font ideas into their own writing.
<i>Resources:</i> Core Ready Writing Lesson 4, <i>Dogs, Move, Ladybugs, Spiders</i> , RTK Homework: Writing Lesson 4 "Make it Pop" .	
6. Use diagrams to provide information about their topic.	6. Notice the differences between pictures in a story and a diagram. Talk about purpose of diagrams. Have students draft/revise diagrams for their own writing with a partner before publishing it.
<i>Resources:</i> Core Ready Writing Lesson 5, Books with diagrams (e.g., <i>Dogs, Ladybugs, It's a Butterfly's Life, Chameleons Are Cool</i>), Fictional Books (e.g., <i>Harry the Dirty Dog, Go Away Dog, Biscuit</i>), RTK Appendix 8: "Diagram of a Dog"	
7. Set and achieve goals for writing to become increasingly self-directed in their learning.	7. Introduce a "Writing Goals" chart that includes all the required features for students' writing (e.g., a title that names the topic, a diagram with labels, etc.). Guide students to choose one goal at a time to complete so they are managing their own writing time.
<i>Resources:</i> Core Ready Writing Lesson 6	
8. Use strategies and classroom resources to help them spell important words.	8. Begin a "Spell It" chart with questions to ask themselves about words they don't know how to spell. Guide students to choose words that MUST be spelled correctly in their informational writing. Make students aware of resource in room (e.g., classroom word wall, research books, peers). Have students move into drafting.
<i>Resources:</i> Core Ready Writing Lesson 7, research texts	
9. Add details based on questions and suggestions from others to strengthen their work.	9. Provide sentence stems for giving compliments, asking questions, and making suggestions. Practice using this language on teacher's writing. Introduce a "Learning From Each Other" chart to support partner discussions. Have students revise writing based on partner talk.
<i>Resources:</i> Core Ready Writing Lesson 8, Writing Goals chart from previous lesson, RTK Appendix 12: Milestone Performance Formative Assessment - "Creating Posters"	
10. Combine clauses in basic ways (e.g., <i>so</i> , <i>to</i>) to show causality (e.g., <i>Spiders spin webs so they can catch prey. Spiders spin webs to catch prey.</i>). (Integrated ELD)	10. Model using <i>so</i> and <i>to</i> to show cause/effect. Provide language frames. Students can use frames to answer questions generated by peer readers (e.g., <i>Why does the spider spin webs?</i>).
<i>Resources:</i> ELD.PII.6	

11. Share their writing with each other to celebrate their work.	11. Review expectations for presenting and listening to others. Have students display and present writing at “information stations” where students can learn from each other. Use “I Never Knew...Slips” to record new learning.
<i>Resources:</i> Core Ready Writing Lesson 9, RTK Appendix 9: "I Never Knew..." Slips	
12. Reflect to identify what they learned.	12. Use the “I Am Proud Of...Template” to support students in sharing what they are most proud of in their writing. (Could go before or after sharing work)
<i>Resources:</i> Core Ready Writing Lesson 10, “I Am Proud Of”...Template , RTK Appendix 12: Milestone Performance Formative Assessment - "Reflective Writing"	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 4: Informative/Explanatory - Writing Informational Books and/or Informational Posters	
Language	
Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to...	Strategies for Teaching and Learning One way to do this work is to...
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 5
Opinion/Argument - Reading Literature and Writing Recommendations
(Approx. 5 weeks)

Overview:

In this unit, students will engage with a variety of text types as they cultivate and expand their reading preferences. They will read closely to uncover the opinions being shared by characters in a story and authors in opinion pieces. Student will practice producing a clear written statement of opinion, while working to add detailed illustrations that, together with the written words, help express an effective opinion.

Over-Arching Essential Question for Unit 5: What is opinion text?

In this unit students will:

- Develop understanding of the notion of opinion
- Use opinions and personal choices to influence reading choices
- Articulate opinions about a variety of topics using clear and complete sentences both orally and in writing
- Specify a reason to support a stated opinion
- Read closely and think deeply to determine the opinion being expressed in a text
- Determine the reason(s) an author gives for a stated opinion
- Add illustrations to add visual support for a written piece.

Culminating Task: Students will craft a book recommendation.

Standards

ELA Common Core State Standards

Reading Standards for Literature:

Key Ideas and Details

- K1. With prompting and support, ask and answer questions about key details in a text.
- K3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- K4. Ask and answer questions about unknown words in a text.
- K5. Recognize common types of texts (e.g., storybooks, poems, **fantasy, realistic text**). **CA**
- K6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Range of Reading and Level of Text Complexity

- K10. Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text:

Key Ideas and Details

- K1. With prompting and support, ask and answer questions about key details in a text.
- K3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

K4. With prompting and support, ask and answer questions about unknown words in a text.

K6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

K7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

K8. With prompting and support, identify the reasons an author gives to support points in a text.

Range of Reading and Level of Text Complexity

K10. Actively engage in group reading activities with purpose and understanding.

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Text Types and Purposes

K1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

Production and Distribution of Writing

K5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research to Build and Present Knowledge

K7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Speaking and Listening:

Comprehension and Collaboration

K1. Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

K2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

a. Understand and follow one- and two-step oral directions. CA

Presentation of Knowledge and Ideas

K5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

K6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

Conventions of Standard English

K1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce and expand complete sentences in shared language

Vocabulary Acquisition and Use

K4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown

K6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ELD Standards:

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and Ideas-Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

2. Interacting via written English – Collaborate with the teachers and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate, for publishing, graphics, and the like.

3. Offering opinions-Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but....*), as well as open responses, in order to gain and/or hold the floor or add information to an idea.

B. Interpretive

5. Listening actively-Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

6. Reading/viewing closely-Describe ideas, phenomena (e.g., *insect metamorphosis*), and text elements (e.g., *major events, characters, setting*) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

7. Evaluating language choices – Describe the language an author uses to present and support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.

C. Productive

9. Presenting – Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).

10. Composing/Writing- Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of a text), with peers, and independently using appropriate text organization.

11. Supporting opinions – Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure – Apply understanding of how different text types are organized predictable (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

C. Connecting and Condensing Ideas

6. Connecting ideas – Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., *The boy was hungry. The boy ate a sandwich.* → *The boy was hungry so he ate a sandwich*) in shared language activities guided by the teacher and independently.

College and Career Descriptors

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Social-Emotional Learning

- **SEL Competencies:**
- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Unit 5: Opinion/Argument - Reading Literature and Writing Recommendations	
Reading and Language RL.1, 3, 4, 5, 6, 10; RI.1, 3, 4, 6, 7, 8, 10; W.7; SL.1, 2, 5, 6; L.1f, 4, 6; ELD.PI.1, 2, 3, 5, 6, 7; ELD.PII.6	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> What is an opinion? Why do people share their opinions? How do people share and strengthen their opinions? What opinions do we have about text? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What.... why.....)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to the genre's language features.	Teacher read aloud, and student independent reading of multiple examples of the genre.
On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning: <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling 	On-going use of Six Basic Reading Comprehension Strategies: Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.
On-going vocabulary instruction: Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

1. Identify fact and opinions to understand the difference.	1. Have students sort fact and opinion statements. Provide sentence frames to support students in offering and supporting their opinions.
<i>Resources:</i> Core Ready Lesson 1, “Fact or Opinion Sorting Cards”, “Fact or Opinion Sorting Cards for Students,” PTP Appendix 1: "Core Message to Students" , PTP Appendix 2: "Fact or Opinion Sorting Cards" , PTP Appendix 3: "Fact or Opinion Sorting Cards for Students" PTP Homework: Reading Lesson 1 "Facts and Opinions"	
2. Use their opinions to guide their reading choices.	2. Co-create a “We Have Opinions!” chart recording class interests. Have students use their interest statements to choose an informational text to read and explain how their choice is connected to their opinion/interest.
<i>Resources:</i> Core Ready Lesson 2, informational text sets sorted by topic	
3. Form opinions about the texts they like to read to develop their reading identity.	3. Use sentence frames (Core Phrases) to support student discussion. Have students choose texts to read based on their opinions about texts.
<i>Resources:</i> Core Ready Lesson 3, a variety of texts of various types	
4. Share their opinion about authors and illustrators to guide their reading choices.	4. Provide Sentence frames (Core Phrases) to support students to offer and support their opinions about an author or illustrator. Have students choose texts based on their favorite author/illustrator. Begin a shared writing titled “What We Think – Authors and Illustrators”
<i>Resources:</i> Core Ready Lesson 4, <i>The Hello, Goodbye Window</i> , <i>Sourpuss and Sweetie Pie</i> , text sets sorted by author/illustrator, PTP Appendix 10: Milestone Performance Formative Assessment - "Student Opinions"	
5. Combine clauses using “but” to contrast their opinions with those of their peers (e.g., Nikolas likes Mo Willems, <i>but</i> I like Dr. Seuss.). (Integrated ELD)	5. Use the opinions generated in previous reading lesson to guide today’s class discussion.
<i>Resources:</i> ELD.PI.1, ELD.PII.6	
6. Identify their favorite part of a book to use as evidence for why they like it.	6. Provide guiding questions to scaffold students toward supporting their opinions of books with evidence (e.g., What is your opinion of the book?, Why do you think that?, What is your favorite part of the story? Why?).
<i>Resources:</i> Core Ready Lesson 5, <i>Today I Will Fly!</i> , PTP Homework: Reading Lesson 5 "Opinions From Reading"	
7. Form opinions about characters to guide their reading choices and conversations with peers.	7. Provide sentence stems (I like that ____, I do not like that ____, I think that _____) to support student in offering and supporting opinions about characters and their actions. Have students work with their reading partners.
<i>Resources:</i> Core Ready Lesson 6, <i>Today I will Fly</i> , <i>Chester’s Way</i> , PTP Appendix 4: "What Good Are Baby Sisters?" , PTP Close Reading: "What Good Are Baby Sisters?"	

8. Read closely to identify characters' opinions across a text.	8. Have students work in small groups to review a familiar story and identify each character's opinions. Prompt students to support their thinking with evidence from the text.
<i>Resources:</i> Core Ready Lesson 7, <i>Children Make Terrible Pets</i> , PTP Appendix 5: "The New Baby Brother" , PTP Appendix 6: "Elephants versus Fossils" , Shared Writing from previous writing lessons	
9. Understand how authors strengthen their opinions by using both pictures and words.	9. In partnerships, have students identify the author's opinion in infographics. Prompt students to support their thinking with evidence from the text (words or pictures).
<i>Resources:</i> Core Ready Lesson 8, PTP Appendix 7: "Infographics" , PTP Infographic - Pizza is the Best Food , PTP Infographic - Reading is Fun , PTP Infographic - Recess is Important	
10. Identify the reasons an author gives to support their opinion.	10. In partnerships with a text read aloud, have students identify the opinion of the author using evidence from the text to support their thinking. Prompt students to identify specific reasons the author gives that support their opinion.
<i>Resources:</i> Core Ready Lesson 9, PTP Appendix 8: "Earlier Bedtimes Are Best" , PTP Appendix 9: "Just Say No to Soda" , PTP Appendix 10: Milestone Performance Formative Assessment - "Identify Author's Opinion and Reason that Support Opinion" , PTP Homework: Reading Lesson 9 "Reading for an Author's Opinion"	
11. Discuss the essential questions to reflect on their learning.	11. Guide class to respond orally to an essential question. Craft a shared response together. Have reading partners jointly compose responses to an essential question using pictures and words.
<i>Resources:</i> Core Ready Lesson 10, PTP "Core Thinking Sheet"	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework Speaking and Listening Checklist	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 5: Opinion/Argument - Reading Literature and Writing Recommendations	
Writing and Language RL.1, 3, 10; W.1, 5, 7; SL.1, 2, 5, 6; L.1f, 6; ELD.PI.1, 3, 5, 6, 7, 9, 10, 11; ELD.PII.1, 6	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How do writers structure and craft their opinions? How do writers structure and craft their book recommendations? What do we gain from sharing our opinions with a wider audience? 	<p>Minute by Minute: observation, questions – teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Writer's Notebooks</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Craft written opinions about the world around them in order to share with their peers.	1. Provide guiding questions to support students in developing their opinions. Provide paper that allows space for students to use both pictures and words to express their opinions.
<i>Resources:</i> Core Ready Lesson 1	
2. Use specific words to clearly express their opinion in writing.	2. Provide sentence frames (e.g. My favorite _____ is _____, I (do not) like to read about _____, The topic I like to read about is _____) to support students in crafting written opinions about their reading. Use topics generated in previous reading lesson.
<i>Resources:</i> Core Ready Lesson 2, PTP Homework: Writing Lesson 2 "Writing My Opinions"	
3. Add detailed images to clarify their written opinions.	3. Use an example/non-example of detailed images that support a written opinion. Ask students to evaluate how one image better reflects the opinion. Have students add a detailed image to a crafted opinion statement.
<i>Resources:</i> Core Ready Lesson 3, PTP Toolkit Examples of an Opinion Statement Supported with an Illustrations , PTP Appendix 10: Milestone Performance Formative Assessment - "Opinion Statements with Illustrations"	

4. Combine clauses using conjunctions (e.g., <i>because</i>) and pronouns (e.g., <i>they</i> , <i>it</i>) to support opinions about a text (e.g., I love Mo Willems books. Mo Willems books are funny. → I love Mo Willems books <i>because they</i> are funny.) (Integrated ELD)	4. Have students add a reason to their opinion statements from previous writing lesson using a simple sentence (e.g., My favorite topic to read about is elephants. <i>Elephants are big.</i>) Teach students to combine the two sentences using <i>because</i> and a pronoun.
<i>Resources:</i> ELD.PI.11, ELD.PII.6	
5. Share their opinions about authors or illustrators to encourage other readers to explore their work too.	5. Have students browse texts by specific authors/illustrators, choose one to recommend, and write an opinion statement with a reason and a detailed illustration. Have several students present their opinions while peers identify the opinion and evaluate how the illustration supports the opinion.
<i>Resources:</i> Core Ready Lesson 4, text sets organized by author/illustrator, shared writing from previous reading lesson, <i>Don't Let the Pigeon Drive the Bus!</i>	
6. Write recommendations to share with their reading community.	6. Use a model of a book recommendation to highlight the parts (e.g., name of book, opinion with reason, favorite part, illustration). Have students use opinions/favorite parts orally generated in previous reading lesson to write a book recommendation.
<i>Resources:</i> Core Ready Lesson 5, <i>Kitten's First Full Moon</i> , model book recommendation, PTP Homework: Writing Lesson 5 "Sharing Favorites"	
7. Develop opinions that go beyond their preferences (I like _____ → I think that _____) to demonstrate their thinking about a character.	7. Provide sentence starter that encourage students to express their opinions about characters and their actions. Have students craft a written opinion statement.
<i>Resources:</i> Core Ready Lesson 6, <i>Chester's Way</i> , PTP Appendix 4: "What Good Are Baby Sisters?" , PTP Close Reading: "What Good Are Baby Sisters?"	
8. Use compound sentence structure from previous Integrated ELD lesson to provide evidence from the text to support their opinion.	8. Revisit the conjunction <i>because</i> from previous integrated ELD lesson. Have students use a sentence frame (e.g., <i>I think _____ because _____.</i>) to strengthen their opinions about characters with specific examples from the text.
<i>Resources:</i> Core Ready Lesson 7, shared and student writing from previous lessons, PTP Appendix 10: Milestone Performance Formative Assessment - "Opinion Statements with Support"	
9. Create an infographic to share their opinion about an important topic with their community.	9. Have students work with partner/group to choose a topic, develop an opinion statement, and create an image to support their opinion. Have students add reasons to create their infographic.
<i>Resources:</i> Core Ready Lesson 8, PTP Appendix 7: "Infographics" , PTP Infographic - Pizza is the Best Food , PTP Infographic - Reading is Fun , PTP Infographic - Recess is Important	

10. Target a particular audience to maximize the impact of their opinion writing.	10. Co-create a “What We Care About” chart with topics and opinions. Jointly construct a letter to an appropriate/authentic audience. Have students create illustrations to support the opinion in the letter.
<i>Resources:</i> Core Ready Lesson 9, PTP Homework: Writing Lesson 9 "My Opinions Matter"	
11. Use what they’ve learned about opinion writing to share an opinion that’s important to them.	11. Revisit “What We Care About” chart. Have students craft opinion writing. Display student writing in a class quilt.
<i>Resources:</i> Core Ready Lesson 10, “What We Care About” chart from previous writing lesson, PTP Appendix 10: Milestone Performance Formative Assessment - "Strong Opinion in Pictures and Words"	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework Speaking and Listening Checklist	 UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 5: Opinion/Argument - Reading Literature and Writing Recommendations	
Language	
Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to...	Strategies for Teaching and Learning One way to do this work is to...
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

<p style="text-align: center;">Unit 6 Poetry - Reading and Writing Poetry (Approx. 3 weeks)</p>	
<p>Overview: <i>In this unit, students will engage with a variety of poems as they cultivate and expand their understanding and appreciation of poetry. They will read poetry for the sheer joy of it, to learn the language of heart and soul. They will write poems, learning to find inspiration sparked by nature, memories from their personal lives, and from what is happening in the world around us. They will study and explore ways to use word choice, craft, and structure. Poetry will teach them about the power of language to transform our experiences.</i></p> <p><i>"I learned whatever I know about language and craft from writing poems." – Grace Paley</i></p> <p>Over-Arching Essential Question for Unit 6: What can we learn from poetry?</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Develop and grow an understanding and appreciation for poetry • Read closely and think deeply to consider how a poet uses craft and structure techniques to convey meaning in a poem • Use the world and life experience to influence poetry ideas • Purposefully craft and structure their own poems • Recite others' and their own poems <p>Optional:</p> <ul style="list-style-type: none"> • Illustrate their poem(s) to add visual support <p>Culminating Task: Students will compose at least one poem to share.</p>	
<p>Standards</p>	
<p>Reading Standards for Literature:</p> <p>Key Ideas and Details</p> <p>K1. With prompting and support, ask and answer questions about key details in a text.</p> <p>Craft and Structure</p> <p>K4. Ask and answer questions about unknown words in a text.</p> <p>Range of Reading and Level of Text Complexity</p> <p>K10. Actively engage in group reading activities with purpose and understanding.</p> <p style="padding-left: 40px;">a. Activate prior knowledge related to the information and events in texts. CA</p> <p style="padding-left: 40px;">b. Use illustrations and context to make predictions about text. CA</p> <p>Foundational Skills & Additional Language Standards: <i>This document does not address systematic instruction of foundational skills.</i></p>	

Writing Standards:

Production and Distribution of Writing

K5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research to Build and Present Knowledge

K7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

K8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Comprehension and Collaboration

K1. Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

K2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Presentation of Knowledge and Ideas

K4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Language:

Vocabulary Acquisition and Use

K4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

K5. With guidance and support from adults, explore word relationships and nuances in word meanings.

c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

ELD Standards:

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and Ideas-Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

B. Interpretive

5. Listening actively-Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

6. Reading/viewing closely-Describe ideas, phenomena (e.g., *insect metamorphosis*), and text elements (e.g., *major events, characters, setting*) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

7. Evaluating language choices – Describe the language an author uses to present and support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.

8. Analyzing language choices-Distinguish how multiple different words with similar meaning (e.g., *walk, march, strut, prance*) produce shades of meaning and a different effect.

C. Productive

9. Presenting – Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).

10. Composing/Writing- Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of a text), with peers, and independently using appropriate text organization.

12. Selecting Language Resources-

b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word *suddenly* to signal a change) or to create shades of meaning (e.g., the cat's fur was as *white* as *snow*) while speaking and composing.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure – Apply understanding of how different text types are organized predictable (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

College and Career Descriptors

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Social-Emotional Learning

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Unit 6: Poetry - Reading and Writing Poetry	
Reading and Language RL.1, 4, 10; SL.1, 2; L.4, 5c,d; ELD.PI.1, 5, 6, 7, 8, 9, 10; ELD.PII.1	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> What do readers gain from reading poetry? What are the characteristics of poetry? How is poetry structured and crafted? Why? How should we read poetry? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What.... why.....)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to the genre's language features.	Teacher reads aloud multiple examples of the genre. Students independently read multiple examples of the genre.
<p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling 	<p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p>
<p>On-going vocabulary instruction:</p> <p>Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use.</p>	Readers/poets collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

1. Listen to poems read and reread out loud for enjoyment, paying attention to what they hear, feel, and see.	1. Co-create an anchor chart of “How to Listen to Poems” (Ears to hear, Heart to feel, Mind to visualize) Provide sentence frames for student discussion: <ul style="list-style-type: none"> • I heard the poet say... • The words made me feel... • The words made a picture in my mind...
<i>Resources:</i>	
2. Explore a variety of poems to understand the characteristics of poetry.	2. Read and reread aloud a variety of poems and begin a chart: “What We Notice About Poetry” <ul style="list-style-type: none"> • Poetry uses carefully chosen words • Poetry uses sensory, descriptive language • Poetry has line breaks • Poetry has white space (Other noticings...)
<i>Resources:</i>	
3. Understand that poets use words that elicit feelings and appeal to the senses in order to deliver meaning. (Integrated ELD)	3. Begin a word bank of feeling words and words that appeal to the senses.
<i>Resources:</i> ELD.PI.7	
4. Notice nuances in word meanings to appreciate poets’ word choices and to identify shades of meaning. (Integrated ELD)	4. Teacher leads whole group and/or students work in pairs to find precise verbs in a poem, substitute a precise verb with a similar verb and discuss how the meaning changes. (e.g., <i>walk, march, strut, prance</i>).
<i>Resources:</i> ELD.PI.8	
5. Understand that poets use specific craft for effect. (e.g., rhyming words and/or repeating words or lines to create a rhythmic piece, onomatopoeia to create an image and sound, alliteration for rhythm.)	5. Co-create a 3-column chart to anchor the learning. List: 1) various types of poetry writer’s craft 2) the purpose of the craft 3) examples of the craft
<i>Resources:</i>	
6. Notice poems various structures (stanzas, line breaks, white space) to read it more fluently.	6. Read and reread poems out loud focusing on stanzas, line breaks and white space to guide phrasing, cadence, and prosody.
<i>Resources:</i>	

7. Read and reread various poems to build fluency.	7. Use poems from pre-unit immersion to echo read focusing on line breaks and white space to emphasize phrasing and fluency.
<i>Resources:</i>	
8. Students will be able to recite a favorite poem to share their enjoyment with others.	8. Individual students may select a personally meaningful poem to recite, practice fluent reading with expression, then recite for an audience. And/or the whole class or small groups recite favorite poems.
<i>Resources:</i>	
9. Reflect on their learning to see how they have grown in their understanding and appreciation of poetry.	9. Answer the essential questions in a shared writing piece on chart paper.
<i>Resources:</i>	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
<i>Poetry Lessons to Meet the CCSS</i> by Georgia Heard (2013) <i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i> by Georgia Heard (1999) <i>Kid's Poems: Teaching Kindergartners to Love Writing Poetry</i> by Regie Routman (2000)	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 6: Poetry - Reading and Writing Poetry	
Writing and Language W.5, 7, 8; SL.1, 4; L.5d; ELD.PI.1, 9, 10, 12b; ELD.PII.1	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> • How do poets structure and craft their poetry? Why? • What inspires a poet to write a poem? • Where do poets get ideas to write a poem? 	<p>Minute by Minute: observation, questions – teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Writer's Notebooks</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Explore poems to understand where poets get their inspiration.	1. Browse through poetry, familiar or new, jotting down where the authors might have gotten their ideas: <ul style="list-style-type: none"> • Observing nature, objects, the world around us • Special people • Important moments
<i>Resources:</i>	
2. Choose meaningful topics in order to write with intent, purpose, and focus.	2. Co-create a list of topics that are important and meaningful (e.g., people, places, things, special moments, etc.). Students then draft, inspired by a topic on the list.
<i>Resources:</i> Paper choice – make “poetry paper” for students by cutting letter and legal size paper in half lengthwise in order to aide with the concept of line breaks, as opposed to wrapping text in prose.	
3. Use words that elicit feelings and appeal to the sense in order to deliver meaning. (Integrated ELD)	3. Co-create a class poem with feeling words and words that appeal to the senses, using the chart created in reading objective 3 before having students try independently.
<i>Resources:</i> ELD.PI.12b	

4. Make purposeful word choices to convey meaning. (Integrated ELD)	4. Co-create a class poem and revise substituting more precise verbs.
<i>Resources:</i> ELD.PI.12b <i>"Sometimes I've spent weeks looking for precisely the right word" – Eve Merriam</i>	
5. Craft poems a certain way for effect.	5. Co-create a class poem that displays a specific craft element before having students try independently <ul style="list-style-type: none"> • Repeating words or lines for rhythm • Onomatopoeia
<i>Resources:</i>	
6. Structure their poems for readability (e.g., white space)	6. Use a specific structure to write a class poem, then practice reading it fluency (i.e., phrasing, cadence, and prosody).
<i>Resources:</i>	
7. Draft and revise a poem for publishing.	7. Choose a previously written poem to revise or craft a new one.
<i>Resources:</i>	
8. Publish their poems to create a clean, finished piece to keep for themselves and/or share with others	8. Type or hand print, with or without an illustration, post individual poems, and/or make a student and/or class anthology.
<i>Resources: places to submit/publish: Scholastic Stone Soup A list of more places to be published</i>	
9. Present poems by reading out loud to celebrate and share their work.	9. Choose their favorite poem to read out loud to a group with expression.
<i>Resources: "What I'd like to stress above everything else is the joy of the sounds of language. I have only one rule for reading it: please read a poem out loud." – Eve Merriam</i>	
10. Reflect on their poetry journey to evaluate and extend their learning.	10. Collaborate in composing a class Dear Reader letter to reflect on what was learned about poetry, referring back to essential questions.
<i>Resources:</i>	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
<i>Poetry Lessons to Meet the CCSS</i> by Georgia Heard (2013) <i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i> by Georgia Heard (1999) <i>Kid's Poems: Teaching Kindergartners to Love Writing Poetry</i> by Regie Routman (2000)	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 6: Poetry - Reading and Writing Poetry	
Language	
Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to...	Strategies for Teaching and Learning One way to do this work is to...
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

--	--

Unit 7
Narrative – Reading and Writing Personal and Imagined Narratives
(Approx. 4 weeks)

Overview:

In this unit, students will build academic knowledge and understanding of what a story is, focusing on story elements and structure. They will use this understanding as readers to better comprehend stories and as writers to learn to tell engaging and detailed narratives that match photos or illustrations. They will also create and share their own original narratives.

Over-Arching Essential Question for Unit 7: What is a story?

In this unit students will:

- Engage in multiple close readings of text, using details from the text as evidence of their thinking
- Identify characters, settings, and major events in a text
- Explore the relationship between illustrations and the story being told
- Tell engaging and detailed narratives to match a photograph or illustrations
- Create and share original narratives through illustration

Culminating Task: Students will write a personal narrative or imagined story.

Standards

ELA Common Core State Standards:

Reading Standards for Literature:

Key Ideas and Details

- K1. With prompting and support, ask and answer questions about key details in a text.
- K2. With prompting and support, retell familiar stories, including key details.
- K3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- K4. Ask and answer questions about unknown words in a text.
- K5. Recognize common types of texts (e.g., storybooks, poems, **fantasy, realistic text**). **CA**

Integration of Knowledge and Ideas

- K9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

- K10. Actively engage in group reading activities with purpose and understanding.

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Text Types and Purposes

K3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

K5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Research to Build and Present Knowledge

K7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

K8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Comprehension and Collaboration

K1. Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

K2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

a. Understand and follow one- and two-step oral directions. CA

Presentation of Knowledge and Ideas

K4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

K5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

K6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

Conventions of Standard English

K1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs.

f. Produce and expand complete sentences in shared language

Vocabulary Acquisition and Use

K4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown

K6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ELD Standards:

Part I: Interacting in Meaningful Ways

A. Collaborative

- 1. Exchanging information and Ideas**-Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
- 2. Interacting via written English** – Collaborate with the teachers and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate, for publishing, graphics, and the like.
- 3. Offering opinions**-Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but....*), as well as open responses, in order to gain and/or hold the floor or add information to an idea.

B. Interpretive

- 5. Listening actively**-Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- 6. Reading/viewing closely**-Describe ideas, phenomena (e.g., *insect metamorphosis*), and text elements (e.g., *major events, characters, setting*) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

C. Productive

- 9. Presenting** – Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).
- 10. Composing/Writing**- Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of a text), with peers, and independently using appropriate text organization.
- 11. Supporting opinions** – Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).
- 12. Selecting Language Resources**-
 - a. Retell text and recount experiences using increasingly detailed complete sentences and key words.

Part II: Learning About How English Works

A. Structuring Cohesive Texts

- 1. Understanding text structure** – Apply understanding of how different text types are organized predictable (e.g., a narrative text versus and informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.
- 2. Understanding cohesion** - Apply understanding of how ideas, events, or reasons are linked

throughout a text using a variety of connecting words or phrases (e.g., *first/second/third, once, at the end*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases –

b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.

C. Connecting and Condensing Ideas

6. Connecting ideas – Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., *The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich*) in shared language activities guided by the teacher and independently.

College and Career Descriptors

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Social-Emotional Learning

SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Unit 7: Narrative – Reading and Writing Personal and Imagined Narratives	
Reading and Language RL.1, 2, 3, 4, 5, 9, 10; W.1; SL.1, 2, 6; L. 1b,f, 4, 6; ELD.PI.1, 2, 3, 5, 6, 9, 11, 12a; ELD.PII.1, 3b, 6	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> What do readers gain from reading narratives? What are the characteristics of narratives? How are narratives structured and crafted? Why? How should we read them as a result? Why? What language features are used in narratives? Why? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What.... why.....)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to the genre's language features.	Teacher read alouds, and student independent reading of multiple examples of the genre.
On-going use of Six Basic Reading Comprehension Strategies: Use these strategies for reading comprehension to gain meaning: <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling 	On-going use of Six Basic Reading Comprehension Strategies: Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.
On-going vocabulary instruction: Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.

1. Discuss familiar stories to begin to develop an understanding of what is important in a story.	1. Use question prompts (e.g., <i>Who is in the story?</i> , <i>Where and when is the story taking place?</i> , <i>What is happening in the story?</i> , <i>How does the story end?</i>) to facilitate partner discussion of favorite stories. Co-create a “Stories We Love” chart.
<i>Resources:</i> Core Ready Lesson 1 <i>Corduroy</i> , Baskets of favorite classroom stories, SOS Homework: Reading Lesson 1 "My Favorite Story" , SOS Appendix 1: "Core Message to Students"	
2. Notice story elements (character, setting, events, problem/complication, solution/resolution) to better understand stories.	2. Co-create a “Story Elements” chart. Use the “Story Elements Bookmarks” to support students in noticing story elements in their independent books and sharing what they notice with a partner.
<i>Resources:</i> Core Ready Lesson 2, “Stories We Love” chart from previous lesson, SOS Appendix 2: “Story Elements Bookmarks” , SOS Appendix 3: “Story Elements Icons.”	
3. Understand that narratives have a predictable structure (e.g., Orientation, Complication, Resolution) to better comprehend stories. (Integrated ELD)	3. Use an Ingredients/Recipe metaphor to explain the difference between story elements and story structure. Create a “Narrative Story Structure” chart. Notice the stages of a narrative using a familiar story. Jointly map a familiar story on a story hill map.
<i>Resources:</i> ELD.PI.6, ELD.PII.1	
4. Notice how some story elements change over the course of a text to better understand the text.	4. Have students use their “Story Elements Bookmarks” to guide their thinking about story elements across a text. Provide guiding questions to support student thinking and discussion about story elements.
<i>Resources:</i> Core Ready Lesson 3, <i>Bear Snores On</i> , <i>Franklin Rides a Bike</i> , SOS Appendix 2: “Story Elements Bookmarks” , SOS Appendix 6: Milestone Performance Formative Assessment - "Identifying and Using Story Elements"	
5. Use what they like about certain story elements as evidence to support their opinion about texts.	5. Use “I Like/I Also Like” graphic organizers to support students to express their opinions about two texts and refer to a specific text element to support their opinion.
<i>Resources:</i> Core Ready Lesson 5, <i>No, David!</i> , <i>Duck on a Bike</i> , Baskets of stories that match student interests, SOS Appendix 2: “Story Elements Bookmarks” , “I Like/I Also Like” Graphic Organizers	
6. Use what they know about story elements and story structure to retell favorite stories.	6. Provide popsicle-stick characters for a favorite class story. Have students draw the setting (s) of a story. Using the “Narrative Story Structure” chart from previous lesson, have students retell the story orally to a partner before jointly reconstructing the story as a class in writing.
<i>Resources:</i> SOS Appendix 5: "Story Elements" Graphic Organizer , SOS Appendix 6: Milestone Performance Formative Assessment - "Retelling Stories Using the Story Elements"	

7. Use past tense verbs to make their “retellings” sound more like a story. (Integrated ELD)	7. Revisit the jointly reconstructed text from previous lesson. Point out the use of past tense verbs in the original story and how using these verbs helps the “retelling” sound like a story too. Have students repeat the retelling activity from the previous lesson with a new story.
<i>Resources:</i> ELD.PI.9, ELD.PII.3b	
8. Compare the experiences of characters across books to better comprehend the stories they read.	8. Use a Venn Diagram to chart thinking about the experiences of two characters. Have students work in pairs to compare the characters in two familiar stories.
<i>Resources:</i> Core Ready Lesson 7, <i>Koala Lou</i> , <i>Olivia Acts Out</i> , <i>Tacky the Penguin</i> , <i>Wemberly Worried</i> , paired texts with similar, but not identical, experiences	
9. Speak slowly, clearly, and with expression when performing a Reader’s Theater to engage and entertain the audience.	9. Create a script from a favorite book using different color fonts to identify speaking parts for groups of students. Focus on reading slowly, clearly, and with expression.
<i>Resources:</i> Core Ready Lesson 8, “ <i>Slowly, Slowly, Slowly</i> ,” <i>Said the Sloth</i> , SOS Appendix 4: "Animal Friends" Script , SOS Homework: Reading Lesson 8 "Bringing Characters to Life"	
10. Use story elements and story structure to dramatize favorite fables.	10. Use the “Story Elements” chart and “Narrative Story Structure” chart from previous lessons to plan a play-like performance of a familiar fable. Have students perform plays in groups.
<i>Resources:</i> Core Ready Lesson 9, <i>The Rabbit and the Turtle</i> , SOS Appendix 2: “Story Elements Bookmarks” , SOS Appendix 6: Milestone Performance Formative Assessment - "Using Story Elements to Dramatize Stories"	
11. Reflect to identify how story elements and story structure help them as readers.	11. Use partner talk protocols and “Core Questions” to guide reflection discussion.
<i>Resources:</i> Core Ready Lesson 10	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework OCR Selections: Big Book Alphabet Book, Letter Ll Big Book Alphabet Book, Letter Jj I Brought a Worm by Kalli Dakos Making Friends by Eloise Greenfield Suggested Trade Books: “Cat’s Color” by Jane Cabrera	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 7: Narrative – Reading and Writing Personal and Imagined Narratives	
Writing and Language	
RL.1, 2, 3, 10; W.3, 7, 8; SL. 1, 4, 5, 6; L.1f, 6; ELD.PI.1, 2, 6, 9, 10, 12a; ELD.PII.1, 2	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How do writers of narratives structure and craft their pieces? Why? How do narrative writers apply language features? Why? 	<p>Minute by Minute: observation, questions – teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Writer's Notebooks</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Study authors to learn who they are, where they get their ideas, and how they create their stories.	1. Watch video clips of favorite authors to learn about them. Co-create a “Learning About Writers” chart. Ask students to explore the stories in the classroom with partners to discover the books they like and why.
<i>Resources:</i> Core Ready Lesson 1, Stories We Love chart from reading lesson, books by favorite authors	
2. Use experiences to generate stories.	2. Jointly construct a writing piece about a shared kindergarten experience and use partner talk protocols to support students in writing/drawing about a whole class kindergarten experience.
<i>Resources:</i> Core Ready Lesson 2, <i>Thunder Cake</i> , SOS Homework: Writing Lesson 2 "Remembering Stories"	
3. Use story structure to tell stories. (Integrated ELD)	3. Use the story hill map to plan a joint construction about a new kindergarten experience. In partners, have students orally create/tell the story based on the story hill map.
<i>Resources:</i> ELD.PI.10, ELD.PII.1	
4. Use story elements to tell stories.	4. Map the elements of a familiar story. Use story elements to jointly construct a story. Have students use pictures and words to create their own story.
<i>Resources:</i> Core Ready Lesson 3, <i>Rocket Writes a Story</i>	

5. Use story elements to write stories about their lives.	5. Have students use the “Story Elements Graphic Organizer” and their writer’s notebooks to orally share and then write a story about an experience from their lives.
<i>Resources:</i> Core Ready Lesson 4, <i>Night at the Fair</i> , SOS Appendix 5: “Story Elements” Graphic Organizer , SOS Appendix 6: Milestone Performance Formative Assessment - "Sharing I Remember Stories with Story Elements"	
6. Use story elements and personal experiences to write imaginative stories.	6. Have students use the “Story Elements Graphic Organizer” and their writer’s notebooks to orally share and then write a story using personal experiences and imagination.
<i>Resources:</i> Core Ready Lesson 5, <i>Penny and Her Song</i> , SOS Appendix 5: “Story Elements” Graphic Organizer , SOS Homework: Writing Lesson 5 "Silly Stories"	
7. Use what they know about story elements to create new versions of familiar stories.	7. Use the story elements chart to jointly construct a new version of a familiar story by changing each story element. Assign each collaborative group one story element to modify in order to create a new version of the story. (Repeat with different stories until each group has had a turn modifying all elements.)
<i>Resources:</i> Core Ready Lesson 6 and 7, <i>Cinder-Elly</i> , SOS Resource: "Nursery Rhymes," SOS Appendix 6: Milestone Performance Formative Assessment - "Creating and Retelling Contemporary Nursery Rhyme"	
8. Use story elements to write their own story with real and imagined events.	8. Use the enlarged “Story Elements Graphic Organizer” to model. Have students brainstorm ideas to write about with a partner before working independently to fill in the “Story Elements Graphic Organizer.”
<i>Resources:</i> Core Ready Lesson 8, SOS Appendix 5: “Story Elements” Graphic Organizer (enlarged and student copies), SOS Homework: Writing Lesson 8 "Talking About Writing"	
8. Use transition words to signal time or order. (Integrated ELD)	8. Revise model “Story Elements Graphic Organizer” to include transition words (next, then, after that) when moving from one event to the next. Have students work in pairs to revise their graphic organizers.
<i>Resources:</i> ELD.PI.10; ELD.PII.2	
9. Publish their stories using pictures and words to share with readers.	9. Use the student created “Story Elements Graphic Organizer” from the previous lesson to guide students in publishing their writing across multiple pages including illustrations.
<i>Resources:</i> Core Ready Lesson 9, “Story Elements Graphic Organizers” (created in previous lesson), SOS Appendix 6: Milestone Performance Formative Assessment - "Publishing Stories"	
10. Share their stories with others to celebrate their hard work and reflect on their learning.	10. Encourage students to share their finished story with their group while practicing speaking slowly, clearly, and with expression. Use group sharing protocols to generate a discussion of what they learned about story elements. Use student created stories to make a class “story quilt.”
<i>Resources:</i> Core Ready Lesson 10	

Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 7: Narrative – Reading and Writing Personal and Imagined Narratives	
Language	
Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to...	Strategies for Teaching and Learning One way to do this work is to...
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

Unit 8
Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners
(Approximately 2 weeks)

Overview:

In this unit, students will explore their growth as readers, writers, and collaborative learners. This unit provides students the opportunity to continue to strengthen a growth mindset including the habits of mind that foster continuous growth based on reflective practice, self-assessment, and goal-setting. Students are empowered to gather information and come to their own conclusions about their growth. By reflecting on their progress, students will develop goals that are specific to their identified next steps and celebrate the growth they have made.

Over-Arching Essential Question for Unit 7: What does it look like/feel like to reflect on a year of learning and set goals?

In this unit students will:

- Reflect on what they have learned this year and how they have grown as readers, writers, and collaborative learners
- Reflect on their identities as readers, writers, and collaborative learners
- Reflect on skills and strategies used to internalize and strengthen good habits of readers, writers, and collaborative learners
- Reflect on the use of Social-Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
- Identify next steps and set goals

Culminating Task: Students will present their journey of learning and share reading, writing, and collaborative learner goals.

Standards

Foundational Skills & Additional Language Standards: *This document does not address systematic instruction of foundational skills.*

Writing Standards:

Production and Distribution of Writing

K5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

K7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

K8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Comprehension and Collaboration

- K1. Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
- K2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- K4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- K5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

Vocabulary Acquisition and Use

- K6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ELD Standards:

Part I: Interacting in Meaningful Ways

A. Collaborative

- 1. Exchanging information and Ideas**-Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

B. Interpretive

- 5. Listening actively**-Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
- 7. Evaluating language choices** – Describe the language an author uses to present and support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.

C. Productive

- 9. Presenting** – Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).
- 10. Composing/Writing**- Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of a text), with peers, and independently using appropriate text organization.
- 11. Supporting opinions** – Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).

<p>College and Career Descriptors</p> <ul style="list-style-type: none"> • Demonstrate independence • Build strong content knowledge • Respond to the varying demands of audience, task, purpose, and discipline • Comprehend as well as critique • Value evidence • Use technology and digital media strategically and capably • Come to understand other perspectives and cultures 	<p>Social-Emotional Learning</p> <p><u>SEL Competencies:</u></p> <ul style="list-style-type: none"> • Self-Management • Self-Awareness • Responsible Decision Making • Relationship Skills • Social Awareness
--	--

Unit 8: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners	
Reading and Language SL.1a-b, 2, 3, 4, 5, 6; L.6; ELD.PI 1, 5, 7, 9, 10, 11	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How have we grown as readers? How have we developed and strengthened our skills of working independently and collaboratively? How do we use reflective practices to set goals for future learning? 	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> Activating prior knowledge or predicting Questioning Visualizing Monitoring, clarifying, or fix-up strategies Drawing inferences Retelling 	<p>On-going use of Six Basic Reading Comprehension Strategies:</p> <p>Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p>
<p>On-going vocabulary instruction:</p> <p>Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>

1. Collaboratively reflect on class reading activities and genres studied to remember their reading journey to begin to understand how they have grown and changed as a reader.	1. Share evidence of growth and change by: <ul style="list-style-type: none"> • Referring back to Noticing Charts and Dear Reader Letters from each genre study. • Referring back to Essential Questions responses in their reflection pieces from the end of each prior unit. • Reviewing Reading Response Journal entries with a focus on skills used to understand a text and make meaning.
<i>Resources:</i> Previous units' Essential Questions for reading, Noticing Charts for all genres studied, Dear Reader Letters for all genres studied, and student Reading Response Journals.	
2. Reflect on personal successes and struggles to begin to prepare to establish personal reading goals.	2. Share evidence of growth and change by: <ul style="list-style-type: none"> • Identifying a time during the year when they felt strong as a readers and when they struggled as a reader. • Reviewing teacher-student conferring notes that outline skills and strategies practiced and skills and strategies mastered. • Co-creating a class list of skills and strategies used through the year and discuss which were the most effective and why. • Identifying successes and struggles while working collaboratively with a partner or partners.
<i>Resources:</i>	
3. Understand that readers think about their reading identity in order to make reading plans for the future (e.g., summer, into next year).	3. Share evidence of growth and change by: <ul style="list-style-type: none"> • Retaking the reading interest survey from the launch and comparing to the responses to the beginning of the year. • Asking and answering reflective questions with a partner recording answers for use as evidence for written reflection. • Identifying favorite reading experiences with specific details to support their thinking. • Looking over reading logs to identify the types of books they chose to read with details to support their thinking.
<i>Resources:</i> http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity	

4. Identify skills they now have for independent and collaborative learning as readers compared to the start of the school year in order to reflect on growth.	4. Co-create a “We used to, now we...” chart referring back to the bar graph for independent reading time and reflect on the growth over time that happened in collaborative book discussions, whole class and small group.
<i>Resources:</i> Reading stamina bar graphs/charts from earlier in the year.	
5. Understand that readers commit to realistic reading goals to continue their reading life.	5. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on. Create a goal that includes a timeframe of completion and steps to meet goal.
<i>Resources:</i>	
6. Understand that readers use information gathered about their reading identity to create a presentation to celebrate their learning.	6. Create a visual representation (video, collage, etc.) of what they have learned and how they have grown as a reader.
<i>Resources:</i>	
Additional Resources for Teaching and Learning, Reading and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 8: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners	
Writing and Language W.5, 6, 7, 8; SL.1a-b, 2, 3, 4, 5, 6; L.6; ELD.PI 1, 5, 7, 9, 10, 11	
Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> How have we grown as writers? How have we developed and strengthened our skills in order to work independently and collaboratively? How do we use reflective practices to set goals for future learning? 	<p>Minute by Minute: observation, questions – teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions – teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Writer's Notebooks</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Collaboratively reflect on class writing activities and genres studied to remember their writing journey to begin to understand how they have grown and changed as a writer.	1. Share evidence of growth and change by: <ul style="list-style-type: none"> Referring back to Noticing Charts and Dear Reader Letters from each genre studied. Rereading old pieces and focusing on what they can do now do as writers compared to the beginning of the year. Reviewing teacher-conferring notes and examining how language choices and organization impact meaning for the reader.
<i>Resources:</i>	
2. Reflect on personal successes and struggles to begin to prepare to establish personal writing goals.	2. Share evidence of growth and change by: <ul style="list-style-type: none"> Identifying a time during the year when they felt strong as a writer and when they struggled as a writer. Reviewing teacher-conferring notes that outline skills and strategies practiced and skills and strategies mastered. Co-creating a class list of skills and strategies learned through the writing process and discuss which were the most effective and why.

	<ul style="list-style-type: none"> Identifying successes and struggles while working collaboratively with a partner or partners.
<i>Resources:</i>	
3. Understand that writers think about their writing in order to make writing plans for the future (e.g., summer, into next year).	3. Share evidence of growth and change by: <ul style="list-style-type: none"> Retaking the writing interest survey from the launch and comparing the responses to the beginning of the year. Asking and answering reflective questions with a partner recording answers for use as evidence for written reflection. Identifying favorite reading experience with specific details to support their thinking. Looking over Writing Portfolios and/or Writer's Notebooks to identify the types of writing written well with details to support their thinking. Discussing their favorite published piece with details to support their thinking.
<i>Resources:</i>	
4. Identify skills they now have for independent and collaborative learning as writers compared to the start of the school year in order to reflect on growth.	4. Co-create a "We used to, now we..." chart reflecting on growth during independent writing time and during collaborative writing time.
<i>Resources:</i> Classroom charts and students' writing from the course of the year showing expectations/goals for independent and collaborative learning.	
5. Understand that writers commit to realistic writing goals to continue their writing lives.	5. Discuss with a partner what they feel the most proud of in writing this year and what they will continue to work on. Create a goal that includes a timeframe for completion and steps to meet goal.
<i>Resources:</i>	
6. Understand that writers use information gathered about their writing identity to create a reflective piece to celebrate their learning.	6. Create a reflective piece that incorporates what they have learned and how they have grown as a writer. Share the reflective piece with an audience.
<i>Resources:</i>	
Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	UDL Differentiation Strategies and Resources GATE Differentiation Strategies and Resources

Unit 8: Reflecting on Growth and Setting Goals as Readers, Writers, and Collaborative Learners	
Language	
Essential Questions	Suggested Assessments
tbd	<p>Minute by Minute: observation, questions - teachers and students, student discussions, written work/representations</p> <p>Daily Lesson: observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p>Weekly: student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p>End-of-Unit: student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to...	Strategies for Teaching and Learning One way to do this work is to...
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<p>UDL Differentiation Strategies and Resources</p> <p>GATE Differentiation Strategies and Resources</p>

GATE Office Resources

Recommended Readings for Teachers:

- *Leading and Managing a Differentiated Classroom* by Tomlinson, Carol Ann and Imbeau, Marcia B.
- *The Differentiated Classroom: Responding to the Needs of All Learners* by Tomlinson, Carol Ann
- *The Cluster Grouping Handbook* by Winebrenner, Susan and Brulles, Dina
- *Teaching Gifted Kids in the Today's Classroom* by Winebrenner, Susan

Recommended Strategies, including hyperlinks:

[Compacting](#)

[Independent Learning Contracts/Choice Menus](#)

[Flexible Grouping](#)

[Tiered Assignments](#)

Iconic Prompts for Depth & Complexity:

[Envision Gifted!](#)

[Byrseed](#)

Other Information:

[Twice-Exceptional \(2E\) Newsletter](#)

Also Recommended:

www.scusd.edu/gate

www.nagc.org

Universal Design for Learning – UDL

Resources:

- *The Differentiated Classroom: Responding to the Needs of All Learners* by Tomlinson, Carol Ann
- *Teaching Kids with Learning Difficulties in Today's Classroom* by Winebrenner, Susan
- www.cast.org (Universal Design for Learning, video links and articles)
- www.udlcenter.org (Universal Design for Learning, video links and articles)
- <http://erniemendes.com/> (Dr. Ernie Mendes author of *Engage 4 Learning* and *Empty the Cup* -Engagement enhancements for the classroom)
- www.pbisworld.com (Tier 1-3 behavior interventions, with links to more behavior resources)
- www.ADDitudemag.com (tips and strategies for educators and parents of children with ADD/ADHD)
- http://www.davidsongifted.org/db/Articles_id_10782.aspx (article about **processing speed of learners**)
- <http://www.ricklavoie.com/gateindex.html> (Information and inspiration for parents and teachers of children with learning disabilities. See F.A.T. City video for eye opening perspective on learning disabilities.)
- <http://www.autism-society.org/> (Information and resources regarding autism)
- <http://ldaamerica.org/types-of-learning-disabilities/> (information and resources regarding learning disabilities)

Differentiation Strategies:

- Know and understand content of IEP or 504
- Pair verbal with visual with academic instruction and directions/expectations
- Provide independent reading material at their independent reading level
- Strategic heterogeneous and homogeneous groupings, flexible grouping by ability and/or interest
- Near point or individual copies of anchor charts and whole class visuals
- Visuals to support vocab comprehension
- Graphic organizers and story maps
- Sentence frames and templates for academic conversations/discourse
- Scaffold writing per student ability (eg: sentence frames, sentence starters, dictation)
- Examples of completed work
- Model and demonstrate expected skills
- Alternate output and input options (eg: audio or video of text, technology)
- Use “Grey Matter” (unit pages preceding the lessons) material suggestions in Pam Allyn
- Strategically introduce core words and phrases as they occur in the Pam Allyn materials, not all at once