

Curriculum Kindergarten

Subject	Language Arts
Grade/Course	Kindergarten
Unit of Study	Unit 4: Bigger Books, Bigger Reading Muscles (Book 3)/How-To Books: Writing to Teach Others (Book 3)
Pacing	Mid January-March This content should be taught in the second half of the school year. The reading & writing topics unfold over 19 & 19 sessions, respectively, with a suggested timeline of approximately 7 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.

Unit CT Core Content Standards

[Reading Foundational Skill](#)

[RF.K.2:](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
[RF.K.3:](#) Phonics/words recognition: letter-sound correspondence long/short vowels, high frequency words
[RF.K.4:](#) Read emergent-reader texts with purpose and understanding.

Reading: <u>Literature</u> and <u>Informational Text</u>	<u>Writing</u>	<u>Speaking /Listening</u>	<u>Language</u>
<p>RL.K.4: Ask/answer questions about unknown words</p> <p>RL.K.5 Recognize types of text</p> <p>RL.K.7: Connect pictures and story words</p>	<p>W.K.2: Draw/dictate/ write to state topic and detail (information)</p> <p>W.K.6 Produce, publish with digital tools</p> <p>W.K.8: Recall experiences or gather information</p>	<p>SL.K.2*: Confirm understanding of oral information by ask, answer questions *Standard addressed through read aloud; see read aloud section below</p> <p>SL.K.4: Describe familiar persons, places, things</p> <p>SL.K.5 Use drawing, visuals to add information</p> <p>SL.K.6: Audibly express thoughts, feelings, ideas</p>	<p>L.K.4: Multiple meanings words</p> <p>L.K.6: Use words/phrase acquired</p>

Essential Questions

Corresponding Big Ideas

<ol style="list-style-type: none"> 1. What are all the superpowers readers can use as books grow and get harder? 2. How can we use “How-to” books to teach others about things we are passionate about? 	<ol style="list-style-type: none"> 1. Readers use many superpowers (patterns, previewing, asking: Does this make sense?) to help themselves decode and unlock meaning. 2. Writers use all their knowledge about a topic they are well versed on to write “How-to” books to teach others about something they are passionate about.
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Unit Summary	
Reading Bends	Writing Bends
<p>Bend 1: In this bend, students tackle bigger more challenging books. Students will be introduced to a reading mat where they learn to organize their reading and build stamina.</p> <p>Bend 2: In this bend, students will strengthen their understanding of sound-symbol relationships or “sound power.” More emphasis will be put on initial phoneme sounds, then beginning consonant clusters (blends and digraphs) and then ending sounds to figure out tricky words. Alphabet books play an important role in this unit. Students will be encouraged to use both picture and sound power to figure out tricky words. The bend ends with introducing students to Guess the Covered Word, which encourages students to use different cueing systems when figuring out a word.</p> <p>Bend 3: This bend focuses on the teacher supporting students in adjusting, in turning up their reading strategies, as they move up levels of text. They will build on their existing reading super powers to tackle new challenges. Students will learn to study the pictures in books and use the information to read longer, more complex patterns. They will need to be on the lookout for high frequency words that have endings and still read them in a snap. As this bend comes to a close, students will be taught to bring extra strength to their book talk power by using their knowledge of how stories go to think about the story and predict what might happen next.</p>	<p>Bend 1: This bend focuses on students learning the difference between narrative story writing and writing to teach someone how to do something. In this bend students will be asked to write a “how-to” book right in the beginning. You will use this as a baseline assessment. Students will be asked to choose a “how-to” topic they know how to do. Many students will write more than one book in a session. Partnerships pair up to test out how clear their directions are in these pieces.</p> <p>Bend 2: This bend focuses on students studying a mentor text and trying out the techniques they notice in their own writing. They will try out techniques like elaboration, voice, and using comparisons.</p> <p>Bend 3: In this bend, students write a series of “how-to” easy reader books for their classmates. They begin to realize topics are everywhere around them.</p> <p>Bend 4: This bend focuses on students “Giving How-To Books as Gifts.” This work will make them have to consider the audience for their topic and the most appropriate place they may want to highlight these books in the community (pet store, post office, grocery store).</p>
Teaching Points	
<i>Note: Teaching points should be addressed in the order listed to preserve the development of skills and learning progression to implement the model with fidelity.</i>	
Reading	Writing
<p>Bend I:</p> <ol style="list-style-type: none"> 1. Using super powers as books grow and get harder 2. Figuring out the pattern in sentences can help you to know what your books is about 3. Asking “what is the same and what is changing on each page” helps you to get your mouth ready to read the words 4. Using your superpowers to figure out the last page of a book where the author can often break the pattern 5. Readers check their reading to make sure it makes sense and sounds like a book 6. Using pattern power to ask yourself “What is the whole book really saying?” <p>Bend II:</p> <ol style="list-style-type: none"> 7. Using your letter-sound knowledge helps you read the words on a page 	<p>Bend I:</p> <ol style="list-style-type: none"> 1. Asking yourself “What kind of thing am I making?” before you begin your writing 2. Noting what you already know how to do and what new learning you will use when writing a “how to” piece 3. Rereading to a partner to make sure your words make sense and the steps are easy to follow 4. Saying “I am confused” or “Can you explain that more clearly?” when reading a partner’s work 5. Using diagrams in our “how-to” books to add detail 6. Writing for volume through an inquiry 7. Using the information writing checklist to set new goals for your writing <p>Bend II</p> <ol style="list-style-type: none"> 8. Asking, “What are some things that Alyssa Satin Capucilli does as a writer that I might try, and why does she do those things?” 9. Talking directly to your reader in How To

<ol style="list-style-type: none"> 8. Using your letter-sound knowledge helps you read unknown words 9. Noticing consonant clusters to help you solve words on a page 10. Looking to the ends of words as you read 11. Previewing a page before you start reading helps 12. Checking your reading by making sure it makes sense, sounds right, looks right, and fixing things if they seem off. 13. Using the whole picture to think about what you see and what is happening using a new kind of picture power <p>Bend III:</p> <ol style="list-style-type: none"> 14. Using your extra-strength picture power and snap power when the pattern in a book disappears 15. Using what we know about snap words to recognize them with new endings (ing, ed, etc.) 16. Using your fingers to create a list and keep track of what a character does throughout the story 17. Using extra-strength rereading power to bring books to life 18. Using extra-strength book talk power 19. Celebration 	<p>books by using phrases like: “First you...and then you...”</p> <ol style="list-style-type: none"> 10. Pretending you are watching a video in slow motion is one strategy you use to write how-to books 11. Adding advice by looking for warnings and tips a reader might need to follow the “how-tos” 12. Making comparisons in your “how-to” books 13. Using objects in school to remind you of “how-to” books you could write <p>Bend III</p> <ol style="list-style-type: none"> 14. Thinking about a topic in many different ways in order to write lots of “how-to” books 15. Writing an introduction page 16. Using all your strategies to revise and edit as you write <p>Bend IV</p> <ol style="list-style-type: none"> 17. Writing a dedication 18. Using an editing checklist 19. Celebration
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Word Study Topics

Unit 3 (weeks 1-4 of 6)*:

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

Pre-Primer Dolch Sight Words: it, jump, little, look

[Foundations Unit Test Scoring Guidelines](#)

Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.

*Units referenced come from Foundations Program.

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

Evidence of Learning - Assessment

[TC High Leverage Reading Assessment](#)

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

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

Smarter Balanced Assessment Resources

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

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

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

Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<ul style="list-style-type: none"> ● Foundations Unit Tests ● High-frequency word lists <p>Reading: Letter Sound Identification Assessment Letter Sound Identification Study Copy</p> <p>Writing: Pre-assessment: students will be asked to write an on-demand “How-to” book right at the beginning of the unit</p> <p>Post-assessment: students will be asked to write a second on-demand “How-to” book that will serve as a summative assessment, measuring growth across the unit</p> <p>Due to the developmental progress of children and their writing at this time you will want to circulate around the classroom asking students (who’s writing you can not read) to read their writing to you as you record it on a separate piece of paper or Post-it.</p> <p>Writing developed through the progression: Early Grade K Grade K</p> <p>Information On-Demand Prompt, Kindergarten *This prompt states: “Tomorrow, you will have forty-five minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic.” Please make sure to specify informational “how-to” text.</p> <p>Information Writing Rubric, Kindergarten</p> <p>Information Writing Checklist, Kindergarten</p> <p>On-Demand Notes form Conferring Record sheet Writing Process Learning Progression, K-5</p>	<ul style="list-style-type: none"> ● Running Records* ● WPM rate benchmark chart <ul style="list-style-type: none"> ● Checklist of Reading Behaviors* <p>Grade K Grade K Illustrated Grade K and Grade 1</p> <p>Kindergarten Writing Progressions</p>	<ul style="list-style-type: none"> ● Conferring notes ● Observation of small group work ● Exit tickets ● Student work: One or more student work samples for each writing session* ● Daily reading log sheet <p>Kindergarten Writing Progressions</p>

Learning Plan	
Researched-based Instructional Resources and Methods	
<p>The reading and writing workshop model is a researched-based instructional model:</p> <p>See <i>A Guide to the Reading Workshop Model: Primary Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann Online Resources includes a study guide for the <i>Units of Study for Teaching Reading</i> under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:</p> <ul style="list-style-type: none"> • the architecture of the mini-lesson: connection (teaching point), direct instruction and active engagement, link • the architecture of a conference and small group work: mid-workshop teaching • share/whole group processing • setting up and provisioning the reading workshop <p>The Heinemann online resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.</p>	
Anchor Charts	
<p><i>Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.</i></p>	
Reading	Writing
<p>We Are Super Readers! Color / B&W</p> <p>Readers Read with a Partner Color / B&W</p> <p>Check Your Reading! Color / B&W</p> <p>With ABC books, readers can... Color / B&W</p>	<p>How-To Writing Color / B&W</p> <p>Learning from a Mentor How-To Text Color / B&W</p> <p>Editing Checklist Color / B&W</p>
Instructional Moves	
<p>Taberski, Sharon D.; Burke, James (Jim) R. (Robert). <i>The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.</p>	
Possible Student Challenges	Teacher Moves
<p>Teaching students to write an informative/explanatory text:</p>	<ol style="list-style-type: none"> 1. Share examples of nicely narrowed topics to get across to students that “bite-size” topics (e.g., how kangaroos feed their young) make for more manageable writing. Have students work collaboratively on a nonfiction alphabet book using a topic about which students are passionate. After considerable brainstorming to identify concepts within the topic that fit with each letter of the alphabet, have each student volunteer to be responsible for writing a brief, several-sentence piece about a single letter/word. Assemble all 26 entries (with illustrations) into a class book. Students can use this as a resource to find topics for their “How-to” books
<p>Developmental Debrief:</p>	<ol style="list-style-type: none"> 1. Young readers and writers need to see how what they’re learning fits into the larger picture. For K–2 students, this makes it particularly important that you work from the whole to the part. Shared reading, in which students read along with and understand a text, is the perfect setting for

	emphasizing the individual letter sounds you want students to learn.
Helping students know and apply grade-level phonics and word analysis skills in decoding words:	<ol style="list-style-type: none">1. Make the cloze procedure a standard practice in your classroom. (For information on how to do the cloze procedure, see the online resources at www.corwin.com/thecommoncorecompanion.)2. Provide systematic, explicit phonics instruction from a research-based resource (Foundations). Along with the resource, which should provide a scope and sequence for learning the letters and the sounds they make, give students voluminous opportunities to practice their developing skills with fiction and nonfiction books, rhymes, songs, and so on. One approach without the other is insufficient and simply does not work; the meaningful, engaging texts motivate students to do the hard work of cracking the code of the English language and, more to the point, give them the forum for applying their knowledge to texts.3. Make the point to students that understanding phonics will help them read all their favorite books on their own. See it through this comprehension lens too, so that you gear your phonics instruction toward an emphasis on automatic word recognition. Why? Brain research has proven that we have a limited amount of capacity in our working memory, and so if we use it for one thing, it's not available for another. When students can't read words automatically and have to spend loads of time working on identifying words, they're using their brain capacity on letter sounds and don't have it available to make sense of the author's message. This is why it's critical that, early on, students learn a large bank of sight words—that is, words they can recognize automatically. (Sight words are discussed in more depth in Foundational Skills Standard 4, fluency.) •When using authentic texts to introduce a particular phonics element, teach from the whole to the parts. That is, begin a phonics lesson by appreciating the whole book and then move to the sentence, then from the sentence to the word, and then from the word to letter combinations and letters. Doing so is far more effective than introducing and practicing skills with workbooks or worksheets. Just as it's easier to fill in puzzle pieces after you've seen the entire picture on the cover of the box, it's easier for students to work with letters when they know their place in the meaningful whole.4. To teach letter-sound relationships, conduct lots of letter and sound searches. Young

children love the gamelike quality of such activities, and they are “whole to part.” That is, students begin with a whole text and then identify the specific letters or sounds on which to focus. (For help with how to do letter-sound searches, see the online resources at www.corwin.com/thecommoncorecompanion.) Teaching with this approach does not preclude teaching phonics systematically; it’s just a great way to augment such teaching.

Mentor, Demonstration, Read-aloud, Shared Texts

Reading

Teachers may include other similar texts of the appropriate grade level band

Demonstration Texts

Picnic by Phyllis Root and James Croft
Pizza by Phyllis Root and James Croft
Cat and Mouse by Phyllis Root and James Croft
It’s Super Mouse! by Phyllis Root and James Croft
**Can you see the Eggs?* by Jenny Giles and Trevor Ruth
We Will Go by Zoë Ryder
White Ethan’s Cat by Joanna Hurwitz
**Wake Up, Dad!* by Beverley Randell

Exemplars

Student writing exemplar:
 “Sam’s Story”
 Student writing exemplar: “Hide and Seek” by Lila

Suggested Texts and Resources

A is for Angry by Sandra Boynton
Yay, You! Moving Out, Moving Up, Moving On by Sandra Boynton
Fishy Tales by DK Readers
I Knew You Could! A Book for All the Stops in Your Life by Craig Dorfman
Eating the Alphabet by Lois Ehlert
Koala Lou by Mem Fox and Pamela Lofts
The Snowy Day by Ezra Jack Keats
Whistle for Willie by Ezra Jack Keats
Miss Spider’s ABCs by David Kirk National
Geographic Readers: Trucks! By Wil Mara Curious
George Curious You: On Your Way! by H. A. Rey
Dr. Seuss’s ABCs by Dr. Seuss

Writing

Additional Texts and Resources

UNIT 3 How-To Books: Writing to Teach Others

Mentor Text
**My First Soccer Game* by Alyssa Capucilli trade book pack

Additional Texts and Resources

“How to Play Kickball” by Cooper Loyal (Online resources Session 2)

Suggested Texts and Resources

My First Ballet Class by Alyssa Capucilli
How to Make a Hot Dog by Joy Cowley
Walk On! By Marla Frazee
 “How to Carve a Pumpkin” from *The Pumpkin Book* by Gail Gibbons
Make a Valentine by Dale Gordon
How to Make Salsa by Jaime Lucero
How to Make Bubbles by Erika L. Shores
How to Make a Liquid Rainbow by Lori Shores
How to Make Slime by Lori Shores
How to Make a Bird Feeder by Liyala Tuckfield
 Science series for children (Capstone)

Resources for Teachers Strategic Writing

Conferences: *Smart Conversations that Move Young Writers Forward* by Carl Anderson
I’m in Charge of Celebrations by Byrd Baylor

Read-Aloud & Shared Reading

Read-Aloud and Shared Reading Texts

Pete the Cat and His Four Groovy Buttons by Eric Litwin and James Dean
It Looked Like Spilled Milk by Charles Green Shaw
We’re Going on a Bear Hunt by Michael Rosen and Helen Oxenbury
Oh, the Places You’ll Go! by Dr. Seuss
My Bug Box by Pat Blanchard and Joanne Suhr
Dragonflies by Margaret Hall

Read-Aloud goals

Internalize reading behaviors (preview, make predictions, anticipate)
 Monitor for sense and re-reading
 Process the text
 Whole-class book talk

Read-Aloud process:

Before You Read (introduce book, title, author, wonder about the title)
 As You Read (look at pictures, read with prosody, retell)
 After You Read (whole class book talk)

Shared reading goals

Practice using meaning, structure, visuals (MSV) to solve new words

Shared reading process:

Introduce the book and key concepts

Cross-checking sources of information

Word Study

Fluency

Vocabulary**Tier 2 (Academic Vocabulary)**

comparisons
diagram
label
patterns

Tier 3 (Domain Specific Vocabulary)

Conclusions
consonant clusters
dedication page
How-to books
informational text features
introductions
letter-sound
picture power
preview
reread power
snap words
unknown words
talk power

Suggestions for Differentiation, Scaffolding, Intervention, Enrichment

Use individual student performance data to inform intervention in small group and conferring work.

[Effective Intervention Strategies for Teachers](#)

- Use grouping
- Use feedback, reinforcement and recognition
- Use similarities and differences
- Use advanced organizers such as graphic organizers
- Provide feedback
- Use summary and note taking
- Use hands-on, non-linguistic representations

[Meeting Students' Needs Through Scaffolding](#)

- Identify, bold, and write in the margins to define words that cannot be understood through the context of the text
- Chunk long readings into short passages (literally distributing sections on index cards, for example), so that students see only the section they need to tackle
- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

[Supporting Struggling Readers](#)

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

[Assistive Technology](#)[Writing:](#)

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

[Reading:](#)

- Increase space between words/lines

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

English Learners

[Colorin Colorado](#)

[CT English Learner Proficiency Standards, Linguistic Supports](#)

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

Enrichment strategies

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

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

Interdisciplinary Connections

Incorporate any books at independent and instructional reading levels that support social studies content topic: Me and My Community: Home, Class, School, and Town communities are studied (ex. class and school rules, maps of neighborhoods and town).

The following topics support both the social studies and science content and writing "How-to" books:

- How to mail a letter...
- How to make class rules...
- How to read/make a map...
- How to make an object push and pull...
- How to make a tent to minimize the heat from the sun...
- How to decide what to wear outside based on the weather...

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

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