

Big Ideas:

- Text features help us find information in the book quickly.
- Brainstorming helps me to decide what to write about.
- Playing with sounds in words helps us learn to read.
- Asking and answering questions as we read helps us better understand a text or learn new information.
- Writing a complete sentence helps me be a strong writer.
- Writing neatly shows that we care about the message we are communicating.
- Story elements help me understand the story better.

Essential Questions:

- Why is it important to brainstorm ideas before writing?
- Why do we need to organize and revise our writing?
- How can we identify the characters' feelings and traits?
- What is the problem and solution of a story?

Core Competencies:

Formative:

- Students will develop oral language through listening, speaking and discussion by:
 - demonstrate active listening during read alouds by sitting and keeping a calm body
 - actively participating in structured conversations
 - asking and answering questions in complete sentences
- Students will demonstrate progression of foundational reading skills through:
 - demonstrating their understanding of proper letter formation
 - identification of initial, middle and final sounds in words
 - letter/sound recognition increasing in accuracy and fluency
 - blending and segmenting three and four phoneme words.
 - demonstrate one-to-one correspondence when reading by pointing to each word as they read
- Students begin to develop metacognitive skills to deepen understanding by:
 - making connections to personal experiences
 - asking and answering questions about a variety of texts read aloud
 - identifying and using text features in text to learn new information
 - visualizing a story read aloud
 - using text clues to make inferences about a text read aloud

Summative:

- The class will orally create and write a research presentation following the writing process with adult assistance.
- Students will demonstrate progress towards mastery of unit content on end of Module Assessments and Inventories

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Culminating Projects: We can make a difference! Students will collaborate as a whole class or small groups to generate ideas on how they can make a difference in their community. The groups will research their ideas from a variety of sources and create a plan for how to accomplish their goals.

Week 1: Students will brainstorm ways they can make a difference in their world. (Examples: Recycling, Donating items, Picking up garbage)

Key: Priority-P New -N Spiraled-S

P, N, S	Unit 03 Week 01 Unpacked TEKS			
	Student Expectation	Skill	Content	Context
Priority				
P, S	K.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	listen ask answer	actively relevant questions questions	to clarify information using multi-word responses
P, S	K.2A demonstrate phonological awareness by:	demonstrate	phonological awareness	by:
P, S	K.2Ai identifying and producing rhyming words			identifying and producing rhyming words
P, S	K.2Aiii identifying the individual words in a spoken sentence			identifying the individual words in a spoken sentence
	K.2Aix manipulating syllables within a multisyllabic word			manipulating syllables within a multisyllabic word
P, S	K.2Aviii blending spoken phonemes to form one-syllable words			blending spoken phonemes to form one-syllable words
P, N	K.2Ax segmenting spoken one-syllable words into individual phonemes			segmenting spoken one-syllable words into individual phonemes
P, S	K.2B demonstrate and apply phonemic knowledge by	demonstrate apply	phonemic knowledge	by:
P, S	K.2Bi identifying and matching the common sounds that letters represent			identifying and matching the common sounds that letters represent
P, N	K.2Bii using letter sound relationships to decode, including VC, CVC, CCVC, and CVCC words			using letter sound relationships to decode, including VC, CVC, CCVC, and CVCC words
P, N	K.2Biii recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap			recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap
P, N	K.2Biv identifying and reading at least 25 high-frequency words from a researched-based list			identifying and reading at least 25 high-frequency words from a researched-based list
	K.2E develop handwriting by accurately forming all uppercase and lowercase	develop	handwriting	by accurately forming all uppercase and

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	letters using appropriate directionality				lowercase letters using appropriately directionality
S	K.3C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	identify use	words that name -actions;directions; positions; sequences; categories		such as: colors, colors, textures and locations
P, S	K.5F make inferences and use evidence to support understanding with adult assistance	make use	inferences evidence		to support understanding with adult assistance
P, S	K.6A describe personal connections to a variety of sources	describe	personal connections		to a variety of sources
P, S	K.6D retell texts in ways that maintain meaning	retell	texts		in ways that maintain meaning
P, S	K.7C describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	describe	elements of plot development including: main events, problem, resolution		for texts read aloud with adult assistance
S	K.10A plan by generating ideas for writing through class discussions and drawings	plan by generating ideas	for writing		through class discussions and drawings
S	K.10B develop drafts in oral, pictorial, or written form by organizing ideas	develop	drafts in oral, pictorial or written form		by organizing ideas
S	K.10C revise drafts by adding details in pictures or words	revise	drafts		by adding details in pictures or words
S	K.10D edit drafts with adult assistance using standard English conventions including:	edit drafts with adult assistance	using standard English conventions		including:
N	K.10Dvi pronouns, including subjective, objective, and possessive cases				pronouns including subjective, objective and possessive cases
P, S	K.10Dvii capitalization of the first letter in a sentence and name				capitalization of the first letter in a sentence and name
P, S	K.10Dviii punctuation marks at the end of declarative sentences				punctuation marks at the end of declarative sentences
S	K.10Dix correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and				correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
S	K.10E share writing	share	writing		
New to Grade Level					
none					
Spiraled					
S	K.1C share information and ideas by speaking audibly and clearly using the conventions of language	share	information ideas		by speaking -audibly -clearly

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				-using conventions of language
S	K.1D work collaboratively with others by following agreed-upon rules for discussion, including taking turns	work follow	collaboratively with others	-by following agreed-upon rules for discussion -taking turns
S	K.2C demonstrate and apply spelling knowledge by	Demonstrate Apply	Spelling knowledge	by:
S	K.2Cii spelling words using sound-spelling patterns			spelling words using sound-spelling patterns
S	K.2Ciii spelling high-frequency words from a research-based list			spelling high-frequency words from a research-based list
S	K.2D demonstrate print awareness by	demonstrate	Print awareness	demonstrate print awareness by
S	K.2Dii holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep			holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep
S	K.2Dv identifying all uppercase and lowercase letters			K identifying all uppercase and lowercase letters
S	K.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings	use	illustrations text that the student is able to read or hear	to learn or clarify word meanings
S	K.4A self-select text and interact independently with text for increasing periods of time	self-select interact independently	text with text	for increasing periods of time
S	K.5C make and confirm predictions using text features and structures with adult assistance	make confirm	predictions	using text features and structures with adult assistance
S	K.5E make connections to personal experiences, ideas in other texts, and society with adult assistance	make	connections	to personal experiences, ideas in other texts, and society with adult assistance
S	K.6B provide an oral, pictorial, or written response to text	provide	response -oral, pictorial or written	to text
S	K.6C use text evidence to support an appropriate response	use	text evidence	to support an appropriate response
S	K.6E interact with sources in meaningful ways such as illustrating or writing	interact	with sources	in meaningful ways such as illustrating or writing
S	K.6F respond using newly acquired vocabulary as appropriate	respond	using newly acquired vocabulary	as appropriate
S	K.7B identify and describe the main character(s)	identify describe	main character(s)	
S	K.7D describe the setting	describe	the setting	

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S	K.11A dictate or compose literary texts, including personal narratives; and	dictate or compose	literary texts including personal narratives	including personal narratives
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Unit 03 Week 01 Primary Resources location: Module 5 (M5)					
	Day 1	Day 2	Day 3	Day 4	Day 5
Concept and Language Development	Intro to the Theme: I Can Do It! (M5 T26-27) Get Curious Video: "Training Wheels" M5 T27 <i>When we learn something new, we don't always get it right the first time. It takes hard work!</i> <i>What is something that you want to practice? I want to practice ____.</i>				
Foundational Skills Heggerty Week 19 <i>Foundations</i> Unit 3 Week 2	Phonemic Awareness				
	Letter Naming- Consonants and Vowels Rhyming- Self Production of Rhyming Words Onset Fluency- Short u Blending- Three Phoneme Words Final and Medial Sounds- Medial Sound Segmenting- Three Phoneme Words Substituting- Initial Sounds Adding- Initial Sounds Deleting- Initial Sounds Language Awareness- Repeating sentences from nursery rhymes and separating into individual spoken words.				
	Phonics Foundations/HMH Correlated Decodables				
	Drill Sounds/Warm-Up, Vowel Extension, Word Play: Make Words for Decoding	Drill Sounds/Warm-Up, Word Play: Make Words for Decoding, Listen for Sounds	Drill Sounds/Warm-Up, Teach Trick Words: the, a	Drill Sounds/Warm-Up, Word Play: Make Words for Decoding, Make Nonsense Words Make It Fun: Sound A Word: Need Objects	Drill Sounds/Warm-Up, Word Play: Make Words for Decoding, Trick Word Practice, Storytime: Baby Echo Finds Echo At Last II: Re-Perform, Perform w/out words, reling
	Word Work				

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	Magnetic Letter Boards: ABC Order, Echo/Find Letters & Words	Magnetic Letter Boards: Echo/Find Letters & Words Dry Erase Tablet: Echo/Letter Formation	Dry Erase Tablet: Echo/Letter Formation, Dictation: 3 sounds, 3 words	Dry Erase Tablet: Dictation: 3 sounds, 3 words	Journal: Reminder! All students have a My Foundations Journal. Use several times a week!
<ol style="list-style-type: none"> 1. See the word 2. Say the word. 3. Spell the word. 4. Write the word. 5. Find the word. 	High Frequency Words				
	but, look, up, want Foundations: <i>the, a</i>				
Vocabulary Routine <ol style="list-style-type: none"> 1. Say the word. 2. Explain the meaning. 3. Glve examples. 	Word Study				
	Introduce Vocabulary using picture cards: M5 T27 <ul style="list-style-type: none"> • practice • proud • success 	Introduce Vocabulary using picture cards: M5 T38 <ul style="list-style-type: none"> • important • scared • surprise 			Review Vocabulary: M5 T71 <ul style="list-style-type: none"> • important • scared • surprise
Comprehension and Accountability Talk Routine: <ol style="list-style-type: none"> 1. <i>Question: Listen to a question and think about your answer.</i> 2. <i>Signal: Give a signal that you are ready.</i> 3. <i>Stem</i> 4. <i>Share: Turn and Talk</i> 5. <i>Assessment: Randomly choose students to share out.</i> 	Interactive Read Aloud				
	Book: Jabari Jumps M5 T28 Explain: This book is fiction and review genre characteristics. Structured Conversation: Engage students in conversation throughout the text using questions in the table on T29.	Book: Jabari Jumps M5 T39 Set a purpose for rereading: looking at picture and text clues to notice how Jabari acts, speaks, thinks, and feels during the story. Structured Conversation: Engage students in conversation throughout the text using questions in the table on T39.	Book: Jabari Jumps M5 T48 Set a purpose for reading: identifying Jabari's feelings at the beginning, middle, and end of the story. Structured Conversation: Engage students in conversation throughout text using questioning guides on M5 T48-49.	Book: All By Myself M5 T60 Model how to make a return sweep by pointing to each word as you read it and modeling the return sweep to the next line.	Books: All By Myself M5 T70-71 Review some of the things Little Critter can do in the story "All By Myself." Model creating your own "I can" sentence: <i>One thing Little Critter can do that I can do, too, is brush my hair. I'll start my sentence with an uppercase I, and end with a period.</i> Students create their own "I can" sentences.

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	Mini-Lesson				
	<p>Make and Check Predictions M5 T28</p> <p>Review: <i>When we make a prediction before reading, we look at the pictures on the cover to make our best guess about what will happen in the story.</i></p> <p>Model: Making a prediction about the story.</p> <p>Children make predictions about the story independently and teacher records predictions on the board/chart paper. Revisit and confirm or correct the predictions while reading.</p>	<p>Character Clues M5 T39</p> <p>Review how to use picture and text clues to describe characters. <i>We can learn a lot about a character by using clues we find in the story.</i></p>	<p>Character Feelings M5 T48-49</p> <p>Explain how to identify a character's feelings. <i>We can use the story's words or pictures as clues to help us identify how a character feels.</i></p> <p><i>In the beginning, Jabari feels _____. In the middle, he feels _____. At the end, he feels _____.</i></p>	<p>Character Feelings M5 T60-61</p> <p>Discuss character feelings: <i>Are there any clues in the text that tell us how Little Critter is feeling? How can you tell how Little Critter is feeling?</i></p>	<p>Skills Review: -<i>Making Predictions</i> -<i>Character Traits</i></p> <p>Engage students in a review of main skills taught this week. Ask students to retell/ summarize texts they have read this week.</p> <p>Students will complete the weekly assessment of the skills with a new piece of text/ fresh read.</p>
<p>Writer's Workshop</p> <p>Writing Prompt: Write about a time that you were nervous.</p> <p>Kindergarten Writing Rubric</p>	Writing Lesson - Narrative Writing				
	Writing Prompt: Write about a time that you were nervous.				
	<p>What Is a Narrative? M5 T34</p> <p>Explain to children that they will be writing stories. Point out that good stories are fun to write and read.</p> <p>Explain that stories can also be called <i>narratives</i>.</p>	<p>Read A Writing Model M5 T44</p> <p>Explain that looking closely at someone else's writing will help children write their own stories.</p> <p><i>What is the writer nervous about? The writer is nervous about _____.</i></p>	<p>Signal Words & Organizing a Narrative M5 T56</p> <p>Explain that signal words are words writers use to let the reader know what part of the story they are telling.</p> <p>Model sorting signal words on beginning,</p>	<p>Pronouns I and Me & Writing a Narrative M5 T66</p> <p>Explain that writers use the words I and me instead of their names when they write stories about themselves.</p> <p>Model using pronouns I and me with Display &</p>	<p>Pronoun We & Revising a Narrative M5 T76</p> <p>Explain that writers use the word we to write about themselves and at least one other person.</p> <p>Model identifying and writing the pronoun we with Display & Engage chart.</p>

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	<p>Review the parts of a story: <i>The beginning tells the characters, setting, and what happens first. The middle tells the action or what the characters do. The end tells how the characters are different than they were in the beginning.</i></p> <p>Model how to write, draw, and label the beginning and middle of a mentor text (Jabari Jumps) on a sample story map.</p>	<p>Students discuss the beginning, middle, and end in pairs using sentence stems: <i>In the beginning, ____.</i> <i>In the middle, ____.</i> <i>In the end, ____.</i></p> <p>Model labeling the beginning, middle, and end of mentor text "Going to the Doctor."</p>	<p>middle, end anchor chart.</p> <p>Introduce writing prompt: <i>Write a story about a time you were nervous.</i></p> <p>Generate ideas as a class and record ideas on chart paper.</p> <p>Explain that writers can use a story map to plan and organize ideas before writing.</p> <p>Model recording ideas in note form on graphic organizer.</p>	<p>Engage chart.</p> <p>Remind students of the writing prompt: <i>Write a story about a time you were nervous.</i></p> <p>Use interactive writing to write a draft as a class.</p>	<p>Students practice using pronouns orally in pairs.</p> <p>Explain that good writers go back and add details to make their writing better.</p> <p>Model editing and revising the draft and complete as a class.</p>
	Independent Writing				
	<p>Students will write, draw, and label the end of the story on their own.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>	<p>Students will label the beginning, middle, and end of mentor text.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>	<p>Students will discuss with partners to determine events they should include in their story.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>	<p>Students write their own sentences using pronouns and share with the group.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>	<p>Students will write "I can" sentences.</p> <p>Circulate, monitor, and prompt students while they write. Students will share their writing.</p>
Research Class Project:	<p>We can make a difference! Students will collaborate as a whole class or small groups to generate ideas on how they can make a difference in their community. The groups will research their idea from a variety of sources and create a plan for how to accomplish their goals. Each group (or class) can create a flag with symbols that represent the group. Groups (or class) will present their projects and flag to their classmates (or other grade level classes).</p> <p>Week 1: Students will brainstorm as a class different ways we can make a difference in their world. (Examples: Recycling, Donating items, Picking up garbage)</p>				
Literacy Stations	Phonological Awareness	Phonics	Fluency	Self-Selected Reading Choices w/ Accountability	Vocabulary

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