



## 2021-2022 Grade K English Language Arts and Reading Unit 01

Unit Title: Investigating my School Community

August 18th - October 15th, 2021

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### Big Ideas:

- Foundational literacy skills begin to develop in a sequential and explicit manner to decode and encode closed syllables with fluency.
- Students will learn different ways to express ideas such as speaking, drawing, and writing with adult assistance.
- Use of oral language supports academic learning and transfers to our ability to share our thinking.
- Reading different texts helps us understand the world around us.
- It is important to listen carefully and ask questions to better understand our world.
- Knowing how to solve problems helps us work together.
- We use text evidence to prove our thinking about a story.

### Essential Questions:

- What will I discover in Kindergarten?
- Why is listening to text read aloud important?
- How can I share my opinions?

### Core Competencies:

#### Formative:

- Students will develop oral language through listening, speaking and discussion by:
  - appropriately requesting materials from the teacher (or cooperative pairs) to complete a specific assignment
  - demonstrate active listening during read alouds by sitting and keeping a calm body
  - restating and following short, sequential oral directions
  - actively participating in structured conversations
- Students will demonstrate progression of foundational reading skills through:
  - identifying environmental print and locate their name around the classroom
  - orally identifying rhyming words from non-rhyming words
  - identification of which word does not have the same initial sounds from three words or pictures given orally by the teacher (alliteration)
  - letter/sound recognition increasing in accuracy and fluency
- Students begin to develop metacognitive skills to deepen understanding by:
  - making connections to personal experiences
  - making predictions and using text evidence to confirm by identifying a photograph or detail in a book

#### Summative:

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

#### Culminating Projects:

**Week 3:** Students will choose one question and answer combination to write about.



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P, N, S	Unit 1 Week 3 Unpacked TEKS			
	Student Expectation	Skill	Content	Context
Priority Standards				
P,N	K.2Ai identifying and producing rhyming words	demonstrate	phonological awareness	by identifying and producing rhyming words
P,N	K.2Aii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	demonstrate	phonological awareness	by recognizing spoken alliteration or group of words that begin with the same spoken onset or initial sound
P, N	K.2Aiii identifying the individual words in a spoken sentence	demonstrate	phonological awareness	by recognizing spoken alliteration or group of words that begin with the same spoken onset or initial sound
P,N	K.2Aiv identifying syllables in spoken words	demonstrate	phonological awareness	by identifying syllables in spoken words
P,N	K.2Av blending syllables to form multisyllabic words	demonstrate	phonological awareness	by blending syllables to form multisyllabic words
P,N	K.2Avi segmenting multisyllabic words into syllables	demonstrate	phonological awareness	by segmenting multisyllabic words into syllables
P,N	K.2Aix manipulating syllables within a multisyllabic word	demonstrate	phonological awareness	by manipulating syllables within a multisyllabic word
P,N	K.2Bi identifying and matching the common sounds that letters represent	demonstrate apply	phonemic knowledge	identifying and matching the common sounds that letters represent
P, N	K.2Biv identifying and reading at least 25 high-frequency words from a researched-based list	demonstrate apply	phonemic knowledge	by identifying and reading at least 25 high-frequency words from a researched-based list
P,N	K.2E develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	develop	handwriting	by accurately forming all uppercase and lowercase letters using appropriate 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	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



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S	K.10C revise drafts by adding details in pictures or words	revise	drafts	by adding details in pictures or words
	K.10Dii verbs	edit drafts with adult assistance	using standard English conventions	including verbs
S	K.10E share writing	share	writing	
New to Grade Level				
N	K.2Di identifying the front cover, back cover, and title page of a book	demonstrate	print awareness	by identifying the front cover, back cover, and title page of a book
N	K.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	monitor make	comprehension adjustments	such as re-reading using background knowledge checking for visual cues asking questions when understanding breaks down -with adult assistance
N	K.8B discuss rhyme and rhythm in nursery rhymes and a variety of poems	discuss	rhyme and rhythm	in nursery rhymes and a variety of poems
N	K.11B dictate or compose informational texts	dictate or compose	informational texts	
Spiraled				
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.1E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	develop	social communication	by introducing self using common greetings expressing needs and wants
S	K.2Dv identifying all uppercase and lowercase letters	demonstrate	print awareness	by 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.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
	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

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	<b>K.6E</b> interact with sources in meaningful ways such as illustrating or writing	interact	with sources	in meaningful ways such as illustrating or writing
	<b>K.7B</b> identify and describe the main character(s)	identify describe	main character(s)	
<b>S</b>	<b>K.7D</b> describe the setting	describe	the setting	
<b>S</b>	<b>K.8A</b> demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	demonstrate	knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	

Unit 1 Week 3					
	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Concept and Language Development</b>	<b>Intro to the Theme:</b> Kindergarten kids and school bus (p. T142) <b>Video:</b> no video				
<b>Foundational Skills</b>  Heggerty Week 3	<b>Phonemic Awareness</b>				
	<b>Letter Naming-</b> Consonants and Vowels <b>Rhyming-</b> Rhyme Recognition & Rhyme Production <b>Onset Fluency-</b> Consonants <b>Blending-</b> Compound Words <b>Final and Medial Sounds-</b> Final Sound <b>Segmenting-</b> Compound Words <b>Substituting-</b> Compound Words <b>Adding-</b> Compound Words <b>Deleting-</b> Compound Words <b>Language Awareness-</b> Repeating sentences; Separating sentences into separate spoken words; Clapping Words and Counting Words				
	<b>Phonics</b> <a href="#">Foundations/HMH Correlated Decodables</a>				
<b>Foundations Level K</b> Unit 1 Week 2	Letter-Keyword-Sound: <b>Introduce n, m</b> Drill Sounds/Warm-Up, Sky Write/Letter Form: n,m	Drill Sounds/Warm-Up, Sky Write/Letter Form.,	Drill Sounds/Warm-Up, Make It Fun, Echo/Find Letters	Drill Sounds/Warm-Up, Word Play: Word Awareness, Sky Write/Letter Formation: Review n, m	Drill Sounds/Warm-Up, Storytime: Echo Finds Dinner II: Re-perform, perform without words



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	<b>Word Work</b>				
	<b>Student Notebook:</b> Trace and Color: n	<b>Student Notebook:</b> Trace and say: L-KW-S (all previously taught letters) Trace and Color: m <b>Echo/Letter Formation Dry Erase Tablet:</b> n, m, +	<b>Student Notebook:</b> Practice tracing and naming L-KW-S of all previously taught letters	<b>Echo/Letter Formation Dry Erase Tablet:</b> n, m, *	<b>Echo/Find Letters Letter Boards:</b> Magnetic Letter Tiles: n, m, t, b, f  <b>Journal:</b> Reminder! All students have a My Foundations Journal. Use several times a week!
<ol style="list-style-type: none"> <li>1. See the word</li> <li>2. Say the word.</li> <li>3. Spell the word.</li> <li>4. Write the word.</li> <li>5. Find the word.</li> </ol>	<b>High Frequency Words</b>				
	see *Spiral previously taught words*				
<b>Vocabulary Routine</b> <ol style="list-style-type: none"> <li>1. Look at the word</li> <li>2. Say the word</li> <li>3. Model-How to use the word</li> <li>4. Write the word</li> <li>5. Find the word in text.</li> </ol>	<b>Word Study</b>				
	<b>Introduce</b> determining word meaning from illustrations. (p. T147)  <b>Model text:</b> <i>One Happy Classroom</i>  <i>-Use think aloud to show how to use images as clues for word meaning for the words: Builder, partner, projects.</i>	<b>Introduce the Vocabulary using picture cards:</b> (p. T158) <ul style="list-style-type: none"> <li>• clue</li> <li>• mistake</li> <li>• puzzle</li> </ul>	<b>Introduce the Vocabulary using picture cards:</b> (p. T168) <ul style="list-style-type: none"> <li>• rhyme</li> <li>• rhythm</li> </ul>	<b>Review the Vocabulary using picture cards:</b> (p. T180) <ul style="list-style-type: none"> <li>• cover page</li> <li>• back cover</li> <li>• title</li> <li>• author</li> <li>• illustrator</li> <li>• title page</li> <li>• topic</li> <li>• opinion</li> </ul>	<b>Review the Vocabulary using picture cards:</b> (p. T191) <ul style="list-style-type: none"> <li>• clue</li> <li>• mistake</li> <li>• puzzle</li> </ul>
<b>Comprehension and Accountability Talk Routine:</b>  <ol style="list-style-type: none"> <li>1. Question: Listen to a question and think about your answer.</li> </ol>	<b>Interactive Read Aloud</b>				
	<b>Kindergarten Kids</b> (p. T 148-149)	<b>Kindergarten Kids</b> (p. T159)  <b>Introduce Accountable Talk:</b>	<b>Big Book: School Bus</b> (p. T170-171)	<b>School Bus</b> (p. T180-181)  Review parts of a book and do engage students in	<b>School Bus</b> (p. T190)



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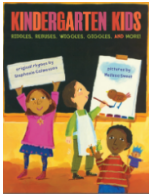
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<div>2. <i>Signal: Give a signal that you are ready.</i></div> <div>3. <i>Stem</i></div> <div>4. <i>Share: Turn and Talk</i></div> <div>5. <i>Assessment: Randomly choose students to share out.</i></div>	<div></div> <div><b>Interactive Read aloud-</b> Set purpose for reading and read aloud: “Puzzled,” “Oops!,” and “Quiet, Please!,”</div> <div><table><tr><th>QUESTION</th></tr><tr><td>Why does the girl want to quit?</td></tr><tr><td>Reread the poem, stopping after each mistake. Which picture goes with each part of the poem?</td></tr><tr><td>Why does the teacher say, “Quiet, please!”?</td></tr></table></div> <div><b>Structured Conversation:</b> -The girl is frustrated because ____. - ____ he goes with ____. -The teacher says "Silence please!" why ____.</div>	QUESTION	Why does the girl want to quit?	Reread the poem, stopping after each mistake. Which picture goes with each part of the poem?	Why does the teacher say, “Quiet, please!”?	<div>Engage students with story elements through structured conversations.</div> <div><table><tr><th>QUESTION</th></tr><tr><td>Who is the girl telling to not give up? (W)</td></tr><tr><td>Why is she telling herself that? Let's go back and reread to remember why she wants to give up. (O)</td></tr><tr><td>Who makes mistakes in the poem? (R)</td></tr><tr><td>Why is it OK to make mistakes? (O)</td></tr><tr><td>What do the words gab, psst, giggle, and wiggle mean in the poem? Listen again as I reread. (W)</td></tr></table></div>	QUESTION	Who is the girl telling to not give up? (W)	Why is she telling herself that? Let's go back and reread to remember why she wants to give up. (O)	Who makes mistakes in the poem? (R)	Why is it OK to make mistakes? (O)	What do the words gab, psst, giggle, and wiggle mean in the poem? Listen again as I reread. (W)	<div>What do you see in this picture? What do you think this book will be about?</div> <div><table><tr><th>PAGE</th><th>QUESTION</th></tr><tr><td>18</td><td>Why are the buses full now? What do you think will happen next?</td></tr><tr><td>25</td><td>What are the empty buses waiting for?</td></tr></table></div>	PAGE	QUESTION	18	Why are the buses full now? What do you think will happen next?	25	What are the empty buses waiting for?	<div>choral reading stopping for structured conversations.</div> <div>Identify story elements and initial syllables in the words.</div>	<div>Review story and to create an oral response to the text.</div> <div><b>Focus question:</b>How do you get to school? Model your response using complete sentences.</div> <div>I _____ to school.</div>
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Mini-Lesson																					
<div><b>Group Discussion: Poetry</b> (p. T149) Introduce genre characteristics and refer to examples on the poems read to the class.</div>	<div><b>Group discussion: Verificar Comprehension.</b> (p. T159)  Review with sts how to verify comprehension</div>	<div><b>Group discussion:</b> Poetry elements (p T168-169)  Read aloud interacting with sts to review poetry</div>	<div><b>Group discussion:</b> Application of skills: Identifying vowels and words to know in the text.</div>	<div><b>Group discussion:</b> Model how to use the text to write sentences in response to the text.</div>																	



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	 <p>What words does the author use to describe things? What do you notice in the sounds of the words? What is rhyme? What is rhythm?</p>	<p>asking questions about what they've read. If they can't answer questions about what they read, they <b>need a second read.</b></p> 	<p>elements through structured conversations: Which word ends with the same sound?</p> <p><b>Model:</b> Use anchor chart to introduce and explain "Rhyme and rhythm"; The rhythm and rhyme are part of what makes reading poems so fun.</p>  <p>Use sentence stems to support students reflect on poetry elements: Rhythm is ____. Rhyme is ____. ____ rhymes with ____.</p>	<p>Foundational skills in context. (p. T181)</p> <p>Calling out all the letters from Aa-Ll</p>	<p><b>Focus question:</b> <i>How do you get to school?</i> Sts share their responses orally.</p>
	<p style="text-align: center;"><b>Reading Response</b></p> <p>T190 and myBook p. 11</p> <ul style="list-style-type: none"> <li>Draw a picture of how you get to school.</li> <li>Write a sentence about how you get to school.</li> </ul>				
Writer's Workshop	<p style="text-align: center;"><b>Writing Lesson - Opinion Writing</b></p>				
Writing Prompt:	<p style="text-align: center;"><b>Writing Prompt: What is your favorite game to play?</b></p>				



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What is your favorite game to play?

[Teacher - Informational/Expository Rubric](#)

[Kindergarten Writing Rubric](#)

**Writing Process:**  
**Planning an Opinion**

**Text:**A Squiggly Story: (p. T154-155)

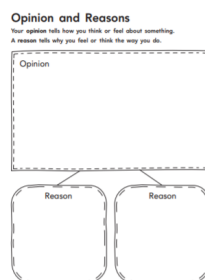


**Model:** Read pages 6-9 and model using anchor chart to explain how to brainstorm before writing.

Make a list with students of possible favorite games to write another opinion text.  
(p. T155)

**Writing Process:**  
**Organization**

Model using the graphic organizer with reasons why the game chosen yesterday is a favorite.  
(p. T164)



One reason is \_\_\_\_\_.

**Grammar:** Introduce verbs as action words.



**Mentor text:**

School Day! Reread and find verbs in context with the students. Example: she says hello

**Writing Process: Choose a topic**

**Explain:** What is brainstorming? Use anchor chart.  
(p. T176-177)

**Model:** Explain how you have two favorite games. Explain why both are your favorite and choose one.

*Using shared writing, look at the graphic organizer created as a class about a favorite game. Write with students two reasons why the chosen game is a favorite.*

**Writing Process:** Show students how to revise an opinion text (p. T186-187) looking for spacing and verbs.

**Model with Sample Text:** Show editing chart and make revisions with students.

**Grammar:** Use the bottom of anchor chart to explain verbs in plurals (p. T186).



Make a list of verbs:  
read, sing, write, eat.

Students will echo read sentences to use verbs in plural from the list

**Writing Process:** Revise and publish the opinion text. (p. T196-197)

**Explain:**

The topic is what the text is mostly about and an opinion is what someone feels or thinks about something

**Model:** Last draft and how to ensure the theme and opinion are clear in the writing.



Independent Writing





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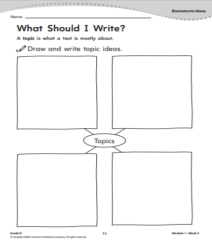
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	<p>Students will do a brainstorm of ideas using pictures and words. (p. T154)</p>  <p>Circulate, monitor, and prompt students while they write.</p>	<p>Students will work on their graphic organizers with reasons why a book is their favorite.</p> <p>Circulate, monitor, and prompt students while they write.</p> <p>Students will share their writing.</p>	<p>Students will talk to a partner about their favorite game selecting one from their brainstorming.</p> <p>Circulate, monitor, and prompt students while they write.</p> <p>Students will share their writing.</p>	<p>Students will draw pictures, write words or sentences using verbs.</p> <p>Circulate, monitor, and prompt students while they write.</p> <p>Students will share their writing.</p>	<p>Students will create their final draft.</p> <p>Circulate, monitor, and prompt students while they write.</p> <p>Students will share their writing.</p>
<p><b>Research</b></p> <p><b>Class Project:</b> Everything about Kindergarten</p>	<p><b>Product:</b> Write and draw to share information. <b>Individual Product:</b> Each student will create a page for the book.</p> <ol style="list-style-type: none"> <li>1. Review with students which are the questions and answers they'd like to include in the book.</li> <li>2. Each student will use a printable page to create their page with a picture to show others how it is being in kindergarten.</li> <li>3. Students will label, write a word or sentence about their pictures with adult assistance.</li> </ol>				
<p><b>Literacy Stations</b></p>	<p><b>Phonological Awareness</b></p>	<p><b>Phonics</b></p>	<p><b>Fluency</b></p>	<p><b>Self-Selected Reading Choices</b></p>	<p><b>Vocabulary</b></p>
	<p><a href="#">Rhyme pocket pairs</a> Students will use rhyming cards to match the rhyming words.</p>	<p><a href="#">Clip a letter</a> Students will name and match letters in the alphabet.</p>	<p><a href="#">Letter border</a> Students will be matching letter cards together.</p>	<p><a href="#">Picture the character</a> Students will draw a picture of a character from either a read alouds or books that is located at the center.</p>	<p><a href="#">Guess Who?</a> Students will describe a pictured noun.</p>